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ABSTRACT

The document presents the fifth of six modules resulting from a 3 year project to develop and test competency based programs for camp personnel serving the physically handicapped. The module is divided into four units--camper self direction and goal attainment, management of behavior problems, camper motivation, and promotion of social interaction. An introductory section gives an explanation of competency based instruction, a description of a module, and an overview of the camp director training program. Each module unit contains a content outline, performance objectives, and worksheets. Lists of related readings, posttests, and a glossary of terms are also provided. It is explained that the competency based instructional format allows the reader to work through the module at his own pace, to test out of the instructional units, and to choose which learning activities to complete. (SBH)

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Appendix P-5

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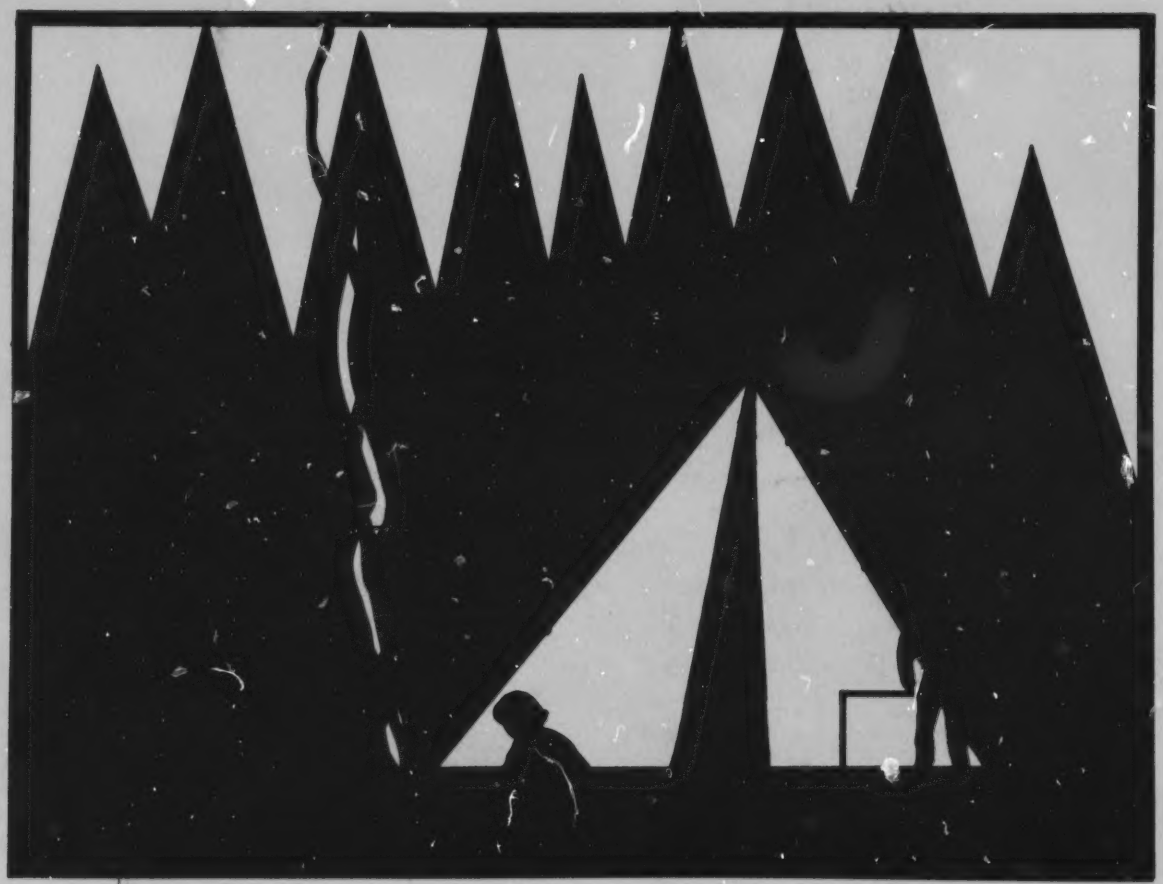
CAMP STAFF TRAINING SERIES

Module 5

DEALING WITH CAMPER BEHAVIOR



A Competency-Based Manual
For Camp Staff Training

Edited by

Dennis A. Vinton
Elizabeth M. Farley

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CAMP STAFF TRAINING SERIES

Module 5

Dealing with Camper Behavior

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Elizabeth M. Farley

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Lexington, Kentucky
1979

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Foreword

The Bureau of Education for the Handicapped has for many years recognized the educational value of camping as an important aspect in the lives of handicapped children. Since 1971, when our Bureau provided funding to help sponsor the National Conference on Training Needs and Strategies in Camping, Outdoor and Environmental Recreation for the Handicapped at San Jose State University, there has been a nationwide movement toward including handicapped children and youth in organized camping programs.

The material contained in this book, and the other volumes that make up the *Camp Staff Training System*, are the result of a three year project funded by our Division of Innovation and Development. In funding this effort, it was our hope that the results of the project would help make camp personnel aware of the unique and special needs of handicapped children and to provide information and resources to help ensure that those special needs are met.

The Bureau of Education for the Handicapped is committed to the goal of equal opportunity and a quality life for every handicapped child in the United States. Opportunity to participate in camping programs on an equal basis with their non-handicapped peers is a right to which all handicapped children are entitled. However, this goal can be achieved only if those responsible for the provision of camping services are likewise committed to this goal.

Dr. Edwin W. Martin
Deputy Commissioner
Bureau of Education for the
Handicapped

ACKNOWLEDGEMENTS

The *Camp Staff Training Series* is the result of more than three years work representing the generous efforts of many individuals and organizations in the field of camping, therapeutic recreation, special education and other interested disciplines. The development of the *Camp Staff Training Series* would not have been possible without the dedicated support of Melville J. Appell, who served as Project Officer for the Bureau of Education for the Handicapped, U.S. Office of Education. We are indebted to him for his leadership and inspiration. While it is not possible to cite all of those who contributed, we extend our special thanks to the following:

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INTRODUCTION

On June 1, 1976, the University of Kentucky's Curriculum in Recreation and Parks, Department of Health, Physical Education and Recreation, College of Education, was awarded a grant by the Bureau of Education for the Handicapped. The purpose of the three-year grant was to develop and test competency-based training programs for four classifications of camp personnel in camps serving the physically handicapped. Two of these programs, the camp counselor and the program specialist, have been combined to form one training course. The other two training systems have been written for the camp director and support staff.

This publication, the Camp Counselor Training Series, has undergone two years of developmental testing and includes six modules written by noted experts. During the two years of testing, 155 college students and camp counselors from six different locations were involved in trying out the materials. Also, during this time, the materials were repeatedly scrutinized by selected experts. The results of the developmental process are reflected in this publication.

In the following section, you are given an explanation of competency-based instruction, a description of a module and a brief overview of the camp director training program. Finally, for your convenience, a glossary of terms is included for future reference.

What Is Competency-Based Instruction?

Competency-based instruction (CBI) is a rather recent instructional development which has experienced rapid expansion during the sixties and seventies and is the result of increasing demands for accountability, relevance and cost effective education. It is a method of preparing people for jobs based on the actual work to be done. This training approach clearly describes the level of performance expected of each member of the camp staff. In addition, it allows learning to progress at a rate and manner compatible with the learners' or trainees' backgrounds and experiences. The advantages of this approach for training camp staff are: 1) it can be easily tailored to meet the needs of many different camp programs and 2) it can be tailored to meet the needs of each individual staff member.

Competency-based instruction is a flexible, individualized approach to learning that allows the trainees and the instructor to work at the learner's rate without fear of failure. The program's design is based upon competencies or tasks to be acquired as a result of the instructional program. The competencies are stated in performance terms which are made known from the beginning of the program.

With competency-based instruction, the trainees are held accountable for their level of achievement. The trainees know the mastery level that must be attained and are free to choose alternative learning activities that will enable them to meet the stated criteria. The trainees have the option to choose activities which are compatible with their individual learning styles, and it is the demonstrated level of acceptable performance of the stated objectives that is of importance.

When comparing CBI to traditional instruction, three major differences can be discerned. In the traditional approach, the purpose of the instruction is often either vaguely stated or sometimes not even made known to the trainees. However, in competency-based instruction, the trainees know exactly what is expected of them. They are given precisely stated objectives which tell what competencies are required and what criteria will be used to assess performance.

The second major difference between traditional and CBI approaches relates to the time factor. Traditional education holds time constant. Units are planned around a specified time period. Thus, trainees who learn at different rates will demonstrate varying degrees of achievement at the end of the time period. In competency-based instruction, achievement is held constant. A unit is ended when the trainees can demonstrate the required competency. Thus, the time needed to complete the unit will vary from person to person.

The final major difference between the two instructional approaches is that traditional education strongly emphasizes program entrance requirements, while CBI places its heaviest emphasis on exit requirements. With competency-based instruction, prerequisites are minimized and programs are individualized to allow each trainee to achieve mastery of any given objective by altering the learning activities.

What are the Roles of the Trainer and Trainees?

In a CBI system the trainer's or camp director's role during pre-camp training will become one of advisor and manager of instruction. The trainer will spend more time helping to plan the instructional program, solving problems, and evaluating performance. The trainees will have more of an opportunity to choose learning activities, develop new activities tailored to their specific needs, and bypass certain objectives through testing out of certain units or modules.

Past experience suggests that the learning climate fostered by a CBI program is free from oppression and failure and thus encourages creativity. The trainer has more time to devote to developing an atmosphere where creative learning experiences can take place and is

free to actively involve the trainee in the instructional process where positive learning experiences are stressed.

How Does Competency-Based Instruction Work?

In competency-based instruction, there are self-contained instructional packages called modules. A module is made up of units of instruction composed of the following parts:

1. performance objectives
2. pre-assessment and prerequisites
3. learning activities
4. evaluation
5. remediation

Each of the five module components is briefly discussed in the following paragraphs.

Performance Objectives

The objectives are the foundation on which the instructional module is built. They are stated in behavioral or performance terms.

The performance objectives serve as the basis for designing instructional activities, which in turn facilitate the achievement of the desired competencies. Objectives stated in this way open new avenues of communication between the trainees and instructor. Also, the objectives provide the means for evaluation and further development of the instructional program.

The benefits of stating instructional objectives in precise, relevant terms that describe desired performance, include the following:

.....suitable learning activities and evaluation procedures are selected since the trainer knows precisely what the trainees are expected to achieve;

.....because objectives are stated in precise terms, the trainees, trainer and other observers can decide on the appropriateness of the objectives;

.....as the performance objectives are communicated in advance of instruction, trainees know precisely what is expected of them;

.....finally, using this approach enables the trainees to determine if an objective has been successfully accomplished.

There are three basic parts of a performance objective: the terminal behavior, test conditions and standards. The following questions illustrate each part:

a. What will I BE ABLE TO DO after completing the learning activity?

b. What are the CONDITIONS under which I will do it?

c. How will I RECOGNIZE success?

The trainees should be able to answer these questions after reading each objective.

Pre-Assessment or Pre-Test

The term "test" usually implies the use of standardized pencil and paper tests. However, other varieties of pre-assessment are often used. Both formal and informal, direct and indirect, and objective and subjective measures are used for pre-test purposes. In some cases, no pre-assessment is needed because it is assumed that trainees have no previous exposure to the content of the instruction or that the content should be periodically reviewed.

In some cases, trainees are required to complete an activity, unit, module or course before starting a module. This is called a prerequisite.

Learning Activities

Learning activities are intended to aid in the mastery of the skill, knowledge or behavior stated in the performance objectives. Each activity is self-contained and designed to achieve a specific purpose, however, each activity still remains a part of the broad comprehensive program.

The learning activities are designed to offer a wide range of alternative activities. A number of options are provided so that trainees can select those which offer the greatest opportunity for individual success, are most in tune with each persons learning style, and will allow the trainees to achieve mastery of the material in the shortest possible time. Also, trainees have the option of designing, with assistance, their own learning activities.

Evaluation

As with pre-assessment methods, evaluation procedures may vary widely. They are designed to measure whether or not trainees can

successfully demonstrate the competencies required for mastery of the performance objectives. If trainees are unable to demonstrate competence, the trainer will attempt to determine whether this was due to a lack of ability, motivation and/or effort; inappropriate or ineffective instruction; unrealistic expectations as reflected in the objectives; or another reason or combination of reasons. After the cause has been determined, remediation will be prescribed to assist in mastering the competency.

Remediation

Remedial activities are learning activities which provide trainees additional practice or assistance in mastering a performance objective which has not been successfully achieved. The activities used can be similar to the original instructional activities used in the module or they can approach the objective from an entirely different base. It should be remembered that remediation is intended to be helpful, not punitive, and to give another opportunity for success.

Camp Staff Training Series

The camp counselor and program specialist training series was designed to provide the trainees with the skills, knowledge and behaviors necessary to achieve a minimal level of competence in camps serving the physically handicapped. The two unique features of this training program are its field orientation and its individualized learning experiences.

Based on the results of a task analysis procedure, the instructional program contains no extraneous learning. Rather, its objectives, learning activities and evaluation methods focus on the specific competencies which camp counselors or program specialists need to successfully perform their jobs. Although the program can be used in a variety of ways—as a part of a college course, as an institute or workshop, or as pre-camp training—the emphasis is always on the practical application of learning in a camp setting.

The training program pulls no punches. At the onset, the trainees are informed of what they are expected to accomplish as a result of the training. Then, the trainees are presented with a variety of learning activities. From this list the trainees can select activities which best suit their individual needs or style of learning. In addition, the trainees can bypass certain units by the testing out of them. Also, they can elect to add activities in which more work is needed or desired. This flexibility allows a group of trainees to participate in the program despite diverse backgrounds, experiences and interests. All trainees who successfully complete the program should be able to function effectively on the job in spite of varying degrees of prior training and experience.

Directions

There are six modules in the training program. They are listed below:

1) An Orientation To Camping and the Camp
2) Knowing the Campers
3) Camp Program Planning and Leadership
4) Camp Health and Safety Practices
5) Dealing with Camper Behavior
6) Evaluating the Camp Experience
S-6) Evaluation of the Camp Experience

The trainees are to complete any or all of the six modules in the order designated by the trainer or in the order presented in the program.

Upon beginning a module, the content outline and performance objectives should be read. If upon beginning a module a person feels that the performance objectives can be achieved with 90 percent accuracy without participation in the learning activities, then he or she can elect to take a pre-test or post test. If the pre-test is passed successfully, then the trainee can proceed to the next unit or module; otherwise, the trainee should participate in those learning activities which will enable him or her to achieve the performance objectives; and then complete the post test.

Prerequisites

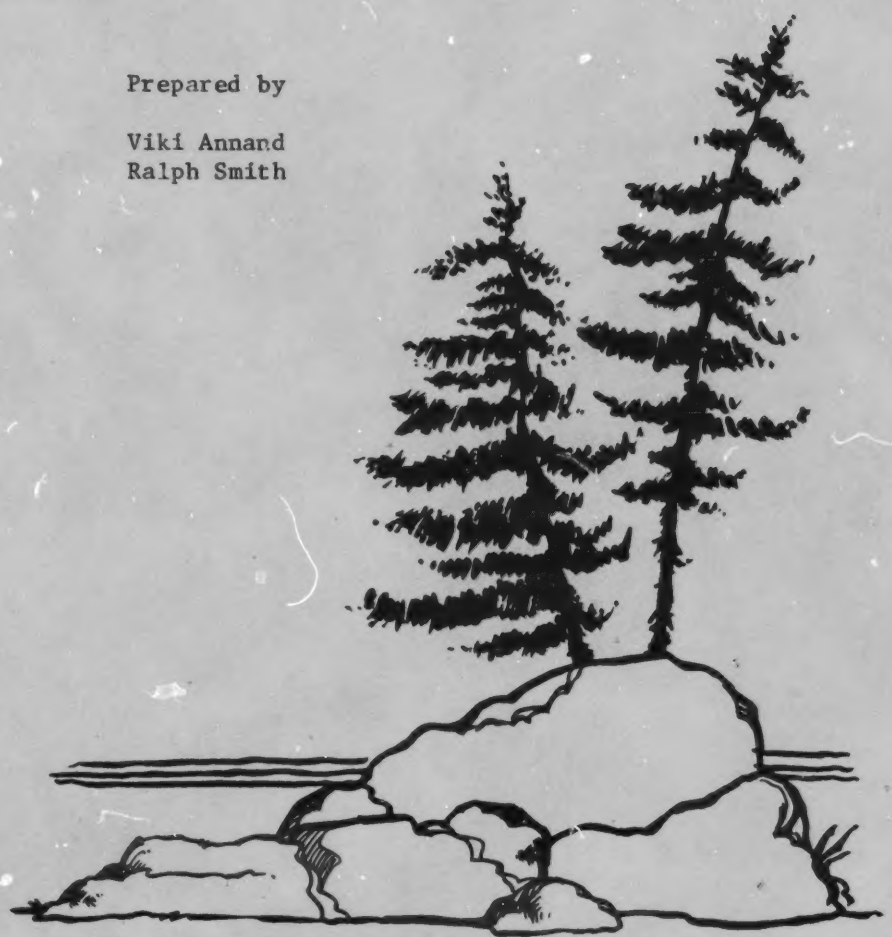
Through task analysis, a number of skills, facts and behaviors were identified as being prerequisites which camp counselors or program specialists must possess before beginning an on-site training program. It was decided to provide the major portion of these prerequisites in two modules within the training program. These are Module 1, which deals with basic information about camping practices and philosophy, and Module 2 which contains information about campers' growth and development, characteristics and physical disabilities. There are other prerequisites not covered in these modules which it is assumed all trainees will possess prior to beginning field training. These are primarily skills which include mature judgement, consistent behavior, sincerity and effective communication.

Module 5

Dealing with Camper Behavior

Prepared by

Viki Annand
Ralph Smith



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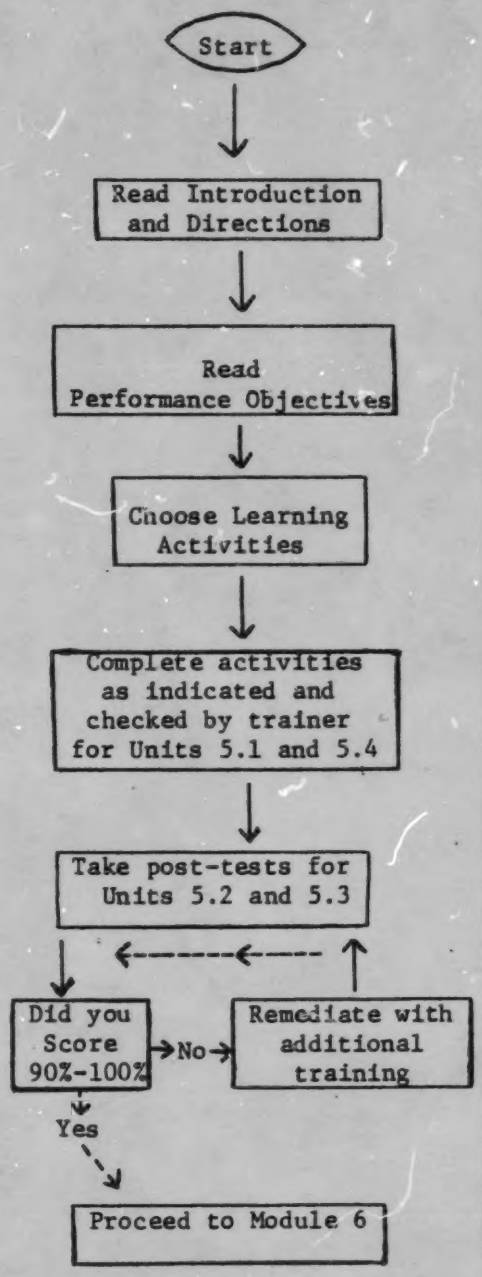
Module 5

Dealing with Camper Behavior

Flow Chart


Start
Read Introduction and Directions
Read Performance Objectives
Choose Learning Activities
Complete activities as indicated and checked by trainer for Units 5.1 and 5.4
Take post-tests for Units 5.2 and 5.3
Did you Score 90%-100%
No
Remediate with additional training
Yes
Proceed to Module 6

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Module 5

Dealing with Camper Behavior

Introduction

This module is designed to introduce and give you practice using behavioral skills to effectively work with campers. Camping personnel agree that, although, these skills can be difficult to learn, they are among the most important competencies you will learn to use.

The module is divided into three units of instruction and a supplemental unit for advanced or returning staff. The training program includes: methods to develop camper self-direction and goal attainment, techniques to measure behavior problems and methods to promote group social interaction skills. The supplemental unit includes ways to motivate campers to participate in camp programs. Positive techniques and methods for handling inappropriate behavior are stressed.

Directions

1. Read the Introduction, Flow Chart and Table of Contents.
2. Read the Performance Objective Checklist and check each objective you think you can complete.
3. Select, with your trainer, the learning activities which will help you complete this module. As you read the learning activities, notice some of them mention readings or worksheets; these materials are located at the end of each unit.
4. Complete the necessary learning activities.
5. Determine if you wish to complete any enriching activities.
6. Take the post test. No references may be used when taking a test. If you are not able to achieve at least 90 percent accuracy, discuss plans for remediation with your trainer.
7. Unless you are given other instructions, proceed to Module 6 after completing all post tests with 90 percent accuracy.

Module 5

Dealing with Camper Behavior

Performance Objectives Checklist

This checklist will help you determine the activities you need to complete in Module 5. Check each performance objective you feel competent to perform. Then use the remaining performance objectives to select the activities in which you should participate to complete this module.

Unit 5.1

Camper Self-Direction and Goal Attainment

____ 1. List at least four personal and/or professional goals which you hope to achieve prior to the end of camp.

____ 2. For one of the four goals mentioned above (#1), construct and complete a plan of action chart to assist you in identifying ways to meet the goal.

____ 3. Assist campers in both identifying program goals and analyzing appropriate actions to achieve their goals.

Unit 5.2

Management of Behavior Problems

____ 4. Without references, list four common emotional/behavioral problems of children that might arise at camp.

____ 5. Given three major emotional/behavioral problems of children that might arise at camp, list four common symptoms of each.

____ 6. Given ten responses to campers' statements, correctly identify, without references, those which represent understanding on the part of the staff member.

____ 7. In a spontaneous dyad, demonstrate the use of understanding responses fifty percent of the time.

Unit 5.2

____ 8. Without references, list, in your own words, ten strategies which may be useful in managing camper behavior.

____ 9. For each strategy listed in #8, describe two different situations in which the strategy could be appropriately employed.

____10. Given a situational example, state which of the ten strategies could be appropriately used and justify your selections by stating the anticipated result for each strategy employed.

____11. Demonstrate your understanding of the ten strategies for behavior management by effectively employing at least seven of them during your first week of program leadership.

____12. Identify at least five desirable behaviors (manners, traits, dress, etc.) and five undesirable behaviors which you have modeled from one or more influential persons in your life.

____13. List five desirable and five undesirable behaviors which campers are likely to model from camp staff or peers.

____14. Identify three ways to enhance a camper's modeling of desirable behavior, while reducing the prospects of his or her modeling undesirable behavior.

____15. Given a group of campers, identify those campers who, in a given situation, are most likely to serve as models for their peers.

Unit 5.3

Motivation of Campers for Program

____16. Given a new (to your camp) program activity, develop a plan of action designed to inform campers about the activity and stimulate interest in participation.

____17. Given a program activity, create two or more promotional materials (signs, schedules of coming events, invitations, etc.) designed to make campers aware of the activity and its relevance to them. Employ these materials in an effective manner.

____18. Given a program activity, create and present a brief (one to two minutes) informative and entertaining announcement about the activity. Such an announcement may include assisting staff, but you should use written scripts.

Unit 5.3

____19. Given a program activity, verbally identify two or more appropriate incentives and/or awards to stimulate or maintain camper participation. Organize and implement an equitable system for at least one of these awards/incentives, including methods of securing (creating) and disseminating needed material items.

____20. Using your "motivation plan" for an activity, conduct this activity in concert with all items (rewards, procedures, etc.) specified in the "motivation plan."

____21. Given an activity, identify elements of the activity which would either encourage or discourage participation by campers at your camp. Effectively emphasize encouraging aspects, and develop a modification plan for aspects which discourage participation.

____22. Given an activity, identify at least one method of insuring camper participation for each of the following activity aspects: planning; implementing; and evaluating. In addition, identify at least two opportunities for camper input during the activity.

Unit 5.4 Supplement

Promotion of Social Interaction

____23. Without using any references, name three learning principles which can be raised by a leader to verbally encourage camper achievement. You may use your own words to describe these principles, and you must display an understanding of each principle.

____24. Without references, identify (in your own words) the seven types of statements classified in the Withall Social-Emotional Climate Index. Give a brief description of the dominant intent of each statement category and its appropriate number from the Climate Index.

____25. List, without references, at least five behavioral outcomes which research has shown to be more likely to result from a learner (camper)-centered climate than a teacher (leader)-centered climate.

____26. Using the seven category Withall Social-Emotional Climate Index, correctly categorize a series of leader statements.

Unit 5.4 Supplement

____27. Without references, identify which statements made by a given leader are learner (camper)-centered, neutral, or teacher (leader)-centered.

Module 5

Dealing with Camper Behavior

Unit 5.1

Camper Self-Direction and Goal Attainment

Content Outline

I. Goal Setting

A. Identification of Various Goals

B. Analysis of Goals

1. Importance
2. Possibility of success
3. Risks
4. Intent to act

II. Plan of Action to Achieve Goal

A. Steps to Take

1. Anticipated difficulties
2. Potential solutions
3. Assistance available

B. Time Constraints

Trainee Information

There are three (3) objectives you must be able to do in this unit before going to Unit 5.2, Management of Behavior Problems. To help you successfully complete the objectives, a variety of activities have been planned. There are no written tests for this unit so the evaluation will be based on the successful completion of the activities.

Unit 5.1

Performance Objectives

(The performance objectives tell you what you should be able to do to successfully complete the learning activities. Be sure to read them carefully.)

1. List at least four personal and/or professional goals which you hope to achieve prior to the end of camp.

2. For one of the four goals mentioned above (#1), construct and complete a plan of action chart to assist you in identifying ways to meet the goal.

Trainee Information

To help you accomplish performance objectives 1 and 2, you must complete two of the following activities. After completing Learning Activity 1a, if a specific activity is not designated by the trainer, you should choose and complete either activity 1b or 1c.

Learning Activities

(This is what you need to do to complete the performance objectives.)

1a. Individually or in pairs complete the activity in the worksheets entitled "My Personal Goals." After you have completed parts I and II, turn to the "Plan of Action." Select one goal and analyze it by completing the chart.

and

1b. Participate in a small group discussion (approximately five persons) in which each group member explains his/her selected goal and "Plan of Action." Analysis should be examined step by step, and participants should raise questions or offer information concerning the member's plan. Finally, discuss how the steps and questions used in examining each trainee's goal could be used to assist a camper in establishing and analyzing his or her goals at camp.

or

1c. Along with your trainer, select one of your personal goals (Learning Activity 1) and discuss the steps you would take to accomplish this goal.

Unit 5.1

Evaluation Criteria

You must be able to complete "My Personal Goals" and "Plan of Action" according to the specifications outlined by your trainer. You can find these forms in the worksheet section for this unit.

Unit 5.1

Performance Objective

(The performance objectives tell you what you should be able to do to successfully complete the learning activities. Be sure to read them carefully.)

3. Assist campers in both identifying program goals and analyzing appropriate actions to achieve their goals.

Trainee Information

To help you accomplish performance objective 3, you must do <u>one</u> of the following activities. If a specific activity is not designated by the trainer, you should choose and complete the one of your preference.

Learning Activities

2a. Divide into pairs and repeat the goal setting and plan of action process by role playing. One person will be a counselor and the other a beginning camper. The camper is interested in participating in your program. Verbally assist this "camper" (role playing partner) to identify, analyze, and establish a plan of action for one or two personal goals to be achieved in your program. Once this is accomplished, encourage your partner to give his feelings and reactions to your questions or statements, identifying those which were particularly helpful. Switch roles and repeat this process.

<u>or</u>

2b. At the beginning of camp, repeat the goal setting and plan of action process with a beginning camper. Discuss the results with the trainer or program coordinator.

Enriching Activity

(The enriching activities are planned for the trainees who have experience with camper self-direction and goal attainment. These activities allow them to use their past training to help others or as a basis to increase their knowledge.)

Read pages 491 through 538 in L. Howe and M. Howe's <u>Personalizing Education</u> (see References). Select any three of the exercises

suggested in these pages and adapt them, in writing, for use in your program area. Present your ideas to your training program leader and discuss their feasibility.

Evaluation Criteria

You must be able to correctly complete the activity according to the standards outlined by the trainer.

References

Howe, Leland W. and Mary Martha Howe. Personalizing Education. New York: Hart Publishing Company, Inc., 1975.

Pfeiffer, William J. and John E. Jones. Structured Experiences for Human Relations Training. Vol. II. Iowa City: University Associates Press, 1970.

Simon, Sidney B., Leland W. Howe, and Howard Kirschenbaum. Values Clarification. New York: Hart Publishing Company, Inc., 1972.

Worksheets

Unit 5.1

Performance Objective #1

My Personal Goals *

Part I

Identify four (or more) personal goals which you would like to accomplish by the end of camp or the end of the course.

My personal goals include:

1.

2.

3.

4.

Part II

Now consider each goal listed above in terms of the following statements. For each statement which applies to goal #1 (above), place a check in the appropriate column. Repeat for goal #2, etc.

	#1	#2	#3	#4	#5
A. This goal is very important to me.					
B. I have a good chance of achieving this goal.					
C. I have chosen this goal because I want to accomplish it, not because others expect it of me.					
D. There are problems involved in achieving this goal.					
E. I have weighed the problems and still hope to achieve this goal.					
F. I am going to make a plan of action to achieve this goal.					

*This three-part exercise is modified from L. Howe and M. Howe, Personalizing Education, (New York: Hart Publishing Co., Inc., 1975) pp. 318-333.

Performance Objective #2

Plan of Action*

Select one goal you listed on the previous page and complete the following exercise

Goal: _____

Steps I Must Take	Difficulties I Might Face With Each Step	How I Can Handle the Difficulty	Who Can Help Me With It	Date I Hope To Accomplish Step
1.				
2.				
3.				
4.				
5.				

*Modified from L. Howe and M. Howe, Personalizing Education, (New York: Hart Publishing Co., Inc., 1975) pp. 350-351.

Module 5

Dealing with Camper Behavior

Unit 5.2

Management of Behavior Problems

Content Outline

I. Identification of Common Camper Behavior
   A. Common Emotional/Behavior Problems
   B. Recognizing Symptoms of Common Emotional/ Behavior Problems

II. Management of Camper Behavior
   A. Active Listening
      1. Recognizing understanding responses
      2. Using understanding responses
   B. Selected Strategies
      1. Positive reinforcement
      2. Stating privileges
      3. Tolerating behavior
      4. Non-Verbal cues
      5. Redirection of activity
      6. Clarify consequences
      7. Clarify benefits
      8. Use "time out"
      9. Punishment
      10. Seeking help
   C. Strategies for Problem Situations
      1. Strategy employed
      2. Verbal responses

III. Modeling Behavior
   A. Impact of Modeling
      1. Identification of potential model
      2. Specific behavior's modeled
         a. desirable
         b. undesirable
   B. Maximizing Desirable Outcomes
   C. Minimizing Undesirable Outcomes

Trainee Information

There are twelve (12) objectives which you must be able to do in this unit before going to Unit 5.3, Dealing with Camper Behavior. To help you complete the objectives, a variety of activities have been planned. A written post-test must be passed to successfully complete this unit.

Unit 5.2

Performance Objective

(The performance objectives tell you what you should be able to do to successfully complete the learning activities. Be sure to read them carefully.)

4. Without references, list four common emotional/behavioral problems of children that might arise at camp.

Trainee Information

To help you accomplish performance objective 4, you must complete one or more of the following activities. If a specific activity is not designated by the trainer, you should choose and complete the one of your choice.

Learning Activities

(This is what you need to do to complete the performance objective.)

1a. As part of the training group/class, select four common emotional/behavioral problems of children which arise at camp by voting. Compare these to the ones identified in Mitchell, Robberson and Obley, pp. 173-183. Discuss any differences.

or

1b. As part of the training group/class, brainstorm and list common emotional/behavioral problems of children which arise at camp. Chapter 9 from Shea, Camping for Special Children, would serve as an excellent review.

Unit 5.2

Performance Objective

5. Given three major emotional/behavioral problems of children that might arise at camp, list four common symptoms of each.

Trainee Information

To help you accomplish performance objective 5, you must do one or more of the following activities. If a specific activity is not designated by the trainer, you should choose and complete the one of your choice.

Learning Activities

2a. Read Mitchell, Robberson and Obley, pp. 173-183. Discuss this information, identifying and listing all symptoms that are associated with one or more of the problems discussed in the readings. Share these with the total group.

or

2b. Interview three people who have worked as camp counselors. Ask them to identify four major emotional/behavioral problems of children which might arise at camp and list common symptoms of these problems. Synthesize the three interviews and share this information with the training group/class.

or

2c. Write a poem describing the behaviors of a "problem child."

Enriching Activity

(The enriching activities are planned for the trainees who have experience with managing behavior problems. These activities allow them to use their past training to help others or as a basis to increase their knowledge.)

During camp or in a recreation program, preschool or classroom situation, observe at least three children who are labeled as "problem children." Describe the behavior of these children.

Unit 5.2

Performance Objective

6. Given ten responses to campers' statements, correctly identify, without references, those which represent understanding on the part of the staff member.

7. In a spontaneous dyad, demonstrate the use of understanding responses fifty percent of the time.

Trainee Information

To help you accomplish performance objectives 6 and 7, you must do learning activities 3a and 3b.

Learning Activities

3a. Read the handout for this unit entitled "Listening and Understanding" and individually or in small groups complete the worksheet entitled "Understanding Responses." Discuss and compare your responses with the total group.

and

3b. In pairs, practice using understanding responses. One member of the pair should assume the role of staff member and the other the camper. Role play problems from the worksheets or real situations at camp entitled "Understanding Responses". The other staff members should make notes of all the understanding responses for group discussion. Reverse roles and repeat the process using different incidents.

Enriching Activities

(The enriching activities are planned for the trainees who have experience with managing behavior problems. These activities allow them to use their past training to help others or as a basis to increase their knowledge.)

1. Write a script or make a tape of camper statements that could be used in a training session to allow trainees to practice making understanding responses.

or

2. Observe three conversations. Make a note of all understanding responses used. What type of responses characterized each conversation?

Unit 5.2

Performance Objectives

8. Without references, list, in your own words, ten strategies which may be useful in managing camper behavior.

9. For each strategy listed in #8, describe two different situations in which the strategy could be appropriately employed.

10. Given a situational example, state which of the ten strategies could be appropriately used and justify your selections by stating the anticipated result for each strategy employed.

Trainee Information

To help accomplish performance objectives 8, 9, and 10, you must do two of the following activities. After completing learning activity 4a or 4b, you must complete learning activity 4c or 4d.

Learning Activities

4a. Read the brief handout in the readings for this unit entitled "Ten Strategies for Managing Camper Behavior" and note any questions you may have concerning this written material.

or

4b. Participate in a group discussion concerning the strategies listed in "Ten Strategies..." handout. Identify and discuss ways in which each strategy may be used in various program areas, keeping in mind the philosophy, goals and objectives of the camp.

and

4c. A member of the camp's staff will read a situation aloud in a group meeting. Write down the strategy or strategies which you feel are most appropriate to use in the situation described, and also write what your initial verbal response would be to the situation. After each situation, group members will share their responses and should discuss appropriate strategies and verbal responses.

or

4d. Individually or in small groups, complete the situations "Managing Camper Behavior" found in the worksheets listing strategies you would use. Compare your answers to those of another group or compare responses as a total group.

Evaluation Criteria

You must be able to list the strategies outlined in the performance objectives.

Unit 5.2

Performance Objective

11. Demonstrate your understanding of the ten strategies for behavior management by effectively employing at least seven of them during your first week of program leadership.

Trainee Information

To help you accomplish performance objective 11, you must do one of the following activities. If a specific activity is not designated by the trainer, you should choose and complete the one of your choice.

Learning Activities

5a. During the first week of camp, keep a daily log which briefly describes selected situations in which you effectively used one (or more) behavior management strategy. At least seven of the strategies listed in the "Ten Strategies..." handout should have been effectively employed prior to the end of the first week. At the conclusion of the week, have your program supervisor read your log or verbally discuss situations at a staff meeting.

or

5b. Write down seven situations in which you have been required to respond to inappropriate camper behavior (trainees without camping experience should think of life experiences, such as with younger siblings). After describing the situation, list the actions you took and specify whether they were effective or ineffective in changing behavior. Share these situations with fellow trainees in a group meeting, and identify possible reasons for success and/or alternative courses of action.

or

5c. During the camp session, describe (in writing) situations in which your actions failed to result in appropriate camper behavior. Discuss these situations at regularly scheduled meetings with the appropriate camp staff supervisor, and seek assistance in identifying alternate courses of action.

Unit 5.2

Performance Objective

12. Identify at least five desirable behaviors (manners, traits, dress, etc.) and five undesirable behaviors which you have modeled from one or more influential persons in your life.

Trainee Information

To help you accomplish performance objective 12, you must do both of the following activities.

Learning Activities

6a. Write the name of a person or persons (not a parent or sibling) who has had a marked effect upon your life. Below this person's name, list five or more desirable behaviors (manners, traits, etc.) which you have modeled or tried to model from him/her. Next, list five undesirable behaviors (past or present) which you have modeled from someone encountered in your life experience.

and

6b. Participate in a group discussion, and share at least two items on each of your lists with the group. The group should compile a list of desirable and undesirable behaviors which various individuals have modeled or attempted to model from persons encountered in their life experiences.

Unit 5.2

Performance Objectives

13. List five desirable and five undesirable behaviors which campers are likely to model from camp staff or peers.

14. Identify three ways to enhance a camper's modeling of desirable behavior, while reducing the prospects of modeling undesirable behavior.

15. Given a group of campers, identify those campers who, in a given situation, are most likely to serve as models for their peers.

Trainee Information

To help you accomplish performance objectives 13, 14, and 15, you must do <u>one</u> or more of the following activities. If a specific activity is not designated by the trainer, you should choose and complete the one of your choice.

Learning Activities

7a. Participate in a group discussion, and

1. Generate a list of behaviors which campers might model from staff members or peers.

2. Examine this list and identify those desirable behaviors which campers might model from fellow campers or camp staff. Next, attempt to identify undesirable staff behaviors which could be modeled by campers.

3. Identify and discuss at least three ways to enhance a camper's modeling of desirable behaviors, while reducing the prospects of his/her modeling undesirable behavior.

<u>or</u>

7b. During your first few days of camp, identify a camper who is exhibiting undesirable behavior. Develop a brief written <u>plan of action</u> to maximize desirable role modeling situations for your "target" camper. Discuss your plan with

Unit 5.2

the appropriate camp staff supervisor, and then implement approved actions. Maintain a daily log noting actions taken, anticipated results and actual results of your plan.

or

7c. Identify in cooperation with the appropriate camp staff supervisor, an experienced staff member who is particularly effective in handling camper behavior problems. Observe one or more of his/her program sessions and discuss the techniques or strategies you identified, during your observation, with your supervisor. Conversations with the specialist you observed may also be advisable.

or

7d. Along with two other trainees, prepare a 3-5 minute skit which displays some potential outcome of behavior modeling at camp. Your skit may be humorous or serious, but should incorporate both desirable and undesirable behavior modeling. It must show an understanding of the modeling process, and should demonstrate to observers at least two ways to structure a situation for maximum modeling impact.

or

7e. Read Dorothy Law Nolte's poem "Children Learn What They Live" found in the readings and participate in a small group discussion of this poem's implication for camp personnel. Using different words, try to construct a poem emphasizing that campers learn what they live while at camp. You may use, "If a camper lives..." or develop your own format.

Evaluation Criteria

Turn to the post test for this unit. You must pass the test with 90 percent accuracy before going on to Unit 5.3.

Unit 5.2

References

Hartwig, Marie D. and Bettye B. Myers. Camping Leadership: Counseling and Programming. St. Louis: The C. V. Mosby Company, 1976.

Krumboltz, John D. and Helen B. Krumboltz. Changing Children's Behavior. Englewood Cliff: Prentice-Hall, Inc., 1974.

Mitchell, A. Viola, Julia D. Robberson, and June W. Obley. Camp Counseling. 5th ed. Philadelphia: W. B. Saunders Company, 1977. pp. 92-95.

Shea, Thomas M. Camping for Special Children. St. Louis: The C. V. Mosby Company, 1977.

Readings

Unit 5.2

Performance Objective #6

Listening and Understanding

Often when a camper is acting out or behaving in a way that sets him apart from his peers, he is telling us something about what is going on inside of him. He himself may not be in touch with what he is feeling and may be very frightened by what he finds himself thinking. Talking it out can be very helpful for him in gaining insight and meaning from his experiences. Listening, therefore, is perhaps the most therapeutic thing that the counselor can offer the camper with a behavioral problem.

The type of responses that the counselor uses in this situation can either hinder or enhance the therapeutic process. For example, if the counselor uses understanding responses, the camper will be encouraged to go on exploring his feelings, explore that which is important to him and not what is important to the counselor, and "clarify what he is saying, thus providing himself with an understanding of his problem by helping him hear what he is saying to himself."[1] At the same time, the counselor may use responses that are judgmental, interpretive, or otherwise lead the camper away from what is actually going on inside of him. Since much of everyday conversation is made up of the latter type of responses, it is important that the counselor learn to both recognize and use good understanding responses.

The following are descriptions of some major types of responses. Read these and then look at the example which follows each definition. How do you think a person hearing responses one through five would feel? What do you think this would do to the therapeutic process?

Response Definitions

1. Judging Response: This response implies placing a judgment or evaluation on the person, on the statement, or on the feeling behind the statement. A positive judgment is an agreement. A negative judgment is a disagreement, evaluation, or rejection. Moralizing is another form of this response. It usually causes a person to feel "put down" and closes the door to further meaningful communication.

   Example: "Now listen here, that's a rotten thing to say. You're no worse off than anyone else. I don't want to hear you talk that way again."

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[1] Steven J. Danish and Allen L. Hauer. Helping Skills: A Basic Training Program, New York: Behavioral Publications, Inc.

Unit 5.2

2. Topping Response: This response is a form of "one-up-man-ship." It immediately shifts the focus away from the person sending the "listen-to-me" message, who then often feels deflated and unimportant. People who make use of the "topping" responses often give the impression that they can scarcely wait for the speaker to finish so they can get in their "two-bits-worth."

   Example: "You think you have it bad. Think about me with five older brothers. Can't you just imagine what I went through!"

3. Advice-Giving Response: This response suggests what possible action or steps can be taken to deal with or solve the problem. This response is very easy to give but is often not helpful in an emotional situation. Advice usually has no chance of being heard if the person does not first feel accepted and understood.

   Example: "I think you should look at what you're doing to make the others pick on you. You'll no doubt find that you're a big part of the problem, then you can do something about it - like count to ten before you get so angry."

4. Interpretive Response: This response gives facts and opinions which are intended to give insights into a problem situation. This response may help the person to know that his behavior is typical for his age or situation but it usually does not help him deal with his feelings.

   Example: "All of us feel sorry for ourselves at times. In a little while you'll probably feel better and want to get together with them again."

5. Questioning Response: This response is an attempt to gain additional information or insight about the situation or the person. It indicates a degree of interest in helping but may overwhelm the person and make him feel "on the spot." At times, however, it is helpful for clarification and for encouraging further responses.

   Example: "Well, what happened this time? Did you get the worst of it? Do you think you should just stay away from them for a while?"

6. Understanding Response: This response is the "active listening" response and is a reflection of both the words and the feelings expressed by the person. Giving this response demonstrates empathy and acceptance of the person and his feelings. It is one of the most difficult responses to give, yet it is generally most helpful because

Unit 5.2

it indicates an accepting attitude and opens doors to further communication.

Example: "It sounds like you are really hurt, and you're really angry."

Editors Note: The preceding definitions and examples as well as some responses on the post-test are excerpted from training materials developed by Dr. Max Swenson, International Student Office, Brigham Young University, Provo, Utah.

Unit 5.2
Performance Objectives 8 & 9

Ten Strategies for Managing Camper Behavior

Handling camper behavior problems is undoubtedly one of the most difficult and frustrating tasks you will face as a camp staff member. Despite the almost infinite number of textbooks, articles and advice columns written on the subject, no one can provide you with a "formula" which will work for every child in every situation. There are, however, a number of strategies which have proven to be successful in varied situations, including schools, homes and camps. Pay attention to the following ten strategies, and try to keep them in mind whenever you interact with campers - either individually or in groups.

Strategy 1: Reinforce desirable behavior. Think positively and your campers will often react positively. When they do things you approve of, let them know their behavior is appreciated. A smile, gesture or brief word is often all that is necessary to encourage a child to maintain or increase acceptable actions. Remember, behavior is learned, and this use of "positive reinforcement" will help to insure that campers participating in your program learn appropriate behavior. It is usually much easier to establish desirable behavior patterns than to alter problem behavior after it has started. Incidentally, this strategy works with skill development, too.

Strategy 2: Clearly state privileges as well as rules. All program areas have sec rules and procedures that are necessary for safety and efficiency, but too many "don't's" violates Strategy #1. Once again, think positively by letting campers know what they may do. If campers clearly understand what behavior is permitted, they will not need to "test" you to determine acceptable limits. Don't overlook the possibility of involving the campers in establishment of your program's rules and regulations. Research indicates that people are more likely to internalize rules which they have helped establish.

Strategy 3: Tolerate some unacceptable behavior. Too much attention given to annoying behavior may not only interfere with your program's effectiveness, but it may actually serve to reinforce undesirable behavior. Also, certain annoying behaviors may be "typical" for the child's developmental stage, so try to be aware of age-typical behavior patterns.

Strategy 4: Use non-verbal cues. Some undesirable behavior cannot and, indeed, should not be ignored or tolerated. Before responding verbally to the undesirable behavior, however, it may be possible to eliminate it by making clear your disapproval of the camper's actions. Eye contact, completed with a frown or gesture,

may control the behavior without the possibility of embarrassing the camper in front of his/her peers. Often, positioning yourself near or in front of the offending camper will also encourage him/her to suppress undesirable behavior.

Strategy 5: Consider redirection or change of activity. Sometimes problems result from dissatisfaction or boredom with the activity in progress. Remember that the challenges of any activity should be in concert with the camper's skill level. Activities that are either too difficult or lack sufficient challenge for an individual or group may result in disruptive behavior. One of the best ways to avoid such problems is to keep campers involved in your program activities. Plan activities that allow for varying levels of skill and try to "individualize" tasks to correspond to each camper's abilities. If a camper is having problems, he may simply need to be "redirected" to a more appropriate task. Also, some activities (no matter how well planned) just don't seem to work for a given group. In such situations a change of activity may be in order.

Unfortunately, as we noted earlier there is no "formula" which will eliminate all behavior problems. You will undoubtedly encounter some situations where, despite careful attention to the above five strategies, problem behavior occurs which requires immediate intervention. Physical aggression against people or property, behavior which interferes with the continuity of your program and actions which defy camp rules or policies are a few of the behaviors that may need to be handled at the moment they are detected. Your response alternatives in such situations may be dictated by camp policy, but be sure any disciplinary procedure you use is fair, consistent and administered in an understanding manner. The following strategies may be helpful:

Strategy 6: Clarify consequences of unacceptable behavior. A camper should clearly understand the alternatives available to him/her. This is particularly important to establish during the camper's first few visits to your program area. Explaining consequences may employ disciplinary procedures, such as, "If you continue pushing Billy, the following will happen..." Or, it may appeal to something of value to the camper, such as, "If you continue this behavior, you will not finish your crafts project before the camp session ends." In some situations you may want to encourage the camper to clarify the consequences of his/her own behavior, such as, "What things do you think will happen if you continue to act this way?" Be sure to avoid using a threatening tone of voice when clarifying consequences and, above all, be prepared to follow through if the undesirable behavior continues.

Strategy 7: Clarify benefits of acceptable behavior. This is the correlary to Strategy #6, and may occur in concert with it. Remember, though, that pointing out the benefits of acceptable

behavior will be most effective if it occurs immediately after desirable behavior. (See Strategy #1)

Strategy 8: Use "time-out" (removal) procedures. It may be advisable to temporarily remove a disruptive camper from the situation in which undesirable behavior is occurring and place him/her in a location where little or no positive reinforcement is received. Once removed, the camper should be allowed to return after a short period of time, but be sure his/her return to your activity is contingent upon appropriate behavior. Remember, too, that this procedure is only effective if the child is removed to a less reinforcing environment. For example, if the child enjoys being placed "on display" within view of his/her peers, make sure that the "time-out" area is not visable to other campers.

Strategy 9: Use punishment with caution. Unlike the above strategies, punishment does not allow the camper to avoid the consequences by exhibiting acceptable behavior. Thus, attention is directed to the punishment itself, rather than to the problem and alternative forms of behavior. This is clearly in conflict with our first strategy (Strategy #1), and should generally be used only as a last resort. Emergencies or situations involving personal safety, however, are examples of situations which may dictate immediate use of punishment. Any form of punishment should be appropriate to the situation and must conform to camp policies.

Strategy 10: If in doubt, seek help. This last strategy should be used whenever you are unsure of the appropriate action or you are unable to deal with a particular camper or situation. Be sure that you know, in advance, who is the appropriate staff member to provide you with assistance in handling camper behavior problems. As mentioned earlier, no one has all of the answers to handling problem behavior, so seeking help is not a sign of defeat or inadequacy. Depending on camp procedures, it may be helpful to meet regularly with assisting staff to discuss alternative strategies and problems.

Unit 5.2

Performance Objectives 13, 14 and 15

Children Learn What They Live

If a child lives with criticism,
He learns to condemn.

If a child lives with hostility,
He learns to fight.

If a child lives with ridicule,
He learns to be shy.

If a child lives with shame,
He learns to feel guilty.

If a child lives with tolerance,
He learns to be patient.

If a child lives with encouragement,
He learns confidence.

If a child lives with praise,
He learns to appreciate.

If a child lives with security,
He learns to have faith.

If a child lives with approval,
He learns to like himself.

If a child lives with acceptance and friendship,
He learns to find love in the world.

Dorothy Law Nolte

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Worksheets

Unit 5.2
Performance Objective #7

Understanding Responses

Since much of everyday conversation is not made up of understanding responses, the counselor will need to practice first recognizing such responses and then giving them. To practice recognizing understanding responses, complete the following exercise. For each statement, circle the letter of the response which comes closest to being an understanding response. Compare your answers with those of the rest of the class.

1. "I don't like it here; I want to go home; I want to see my Mommy."

   a. "Right now you're feeling really lonesome for your parents."
   b. "Don't think about her; it'll help you to get through the day."
   c. "All you ever do is mope for your Mother."

2. "Why do I have to clean up the tent? I wasn't the one who messed it up. I always get stuck doing everything."

   a. "You think I'm picking on you just because I asked you to clean up the tent."
   b. "You feel angry because you don't feel you should have to clean up the tent."
   c. "I know you feel angry about having to clean up the tent, but I'll help you and we'll get done faster."

3. "I hate Sally, I hate her, hate her, hate her! She's always calling me names."

   a. "You're not very kind to her either."
   b. "I know just what you mean but she calls me much worse names than she calls you."
   c. "You're really hurt."

4. "I can't do it; I just can't do it. I'm never any good at sports."

   a. "Sure you can do it if you just try."
   b. "Why do you think you can't do it?"
   c. "You sound frightened to try."

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5. "I'd like to be the camper representative. No, I'd better not...well... maybe I could."

   a. "You sound really unsure of yourself."
   b. "Make up your mind, it's no big thing."
   c. "Why don't you think you should be?"

In the following exercises, practice giving good understanding responses by writing a response to each of the statements. Share your answers with the rest of the class.

1. "I won't do it! I'm sick and tired of getting stuck with all the dirty work."

2. "If you don't get off my back, I'm gonna let you have it."

3. "What 'ya mean I can't go to the canteen? I didn't do anything."

4. "I can't eat any more, I don't feel good - my stomach hurts."

5. "My Dad's the best Dad in the world. He gives me everything I want. I don't care if I haven't gotten any mail from him. He's really a very important man you know, and doesn't have time to write a lot of letters."

6. "The cops tell us to stay off the streets; but, man, that's where it's happening."

7. "At home I always look forward to the weekends, but at camp they're even worse than the weekday - nothing to do!"

8. "I wish I was in Mary's cabin; they have much more fun than we do."

9. "Why did Max leave our cabin? Why did someone come and get his things? Where did he go? Isn't he coming back?"

10. "Oh, I can do that. That's easy...I just don't want to do it now."

Unit 5.2

Performance Objective #10

Managing Camper Behavior

For each of the situations listed below, you should write down answers to the following questions:

a. What strategy, or strategies, would you use (in own words)?
b. What would be your initial verbal response (if any)?
c. What result would you anticipate?

1. You are leading a crafts activity which involves using the electric drill (with proper supervision). Danny K., who is not working on a project of his own, convinces Jane T. to let him do the drilling on her project. This is not the first time Danny has convinced other campers to let him do their work, and Jane is physically capable of completing the drilling task.

2. Barb M., a sensitive teenager, is participating in your program and you realize she is crying. On your way over to find out what is wrong, you hear John P. say to her, "Your 'mutha' must be REAL ugly to have a kid that looks like you!"

3. You are teaching Curt B. to swim and he is having difficulty learning to hold his breath under water. After each unsuccessful attempt, Curt mutters, "Oh shit!"

4. Larry J. is constantly getting into fights with other children, and he realizes that the other campers try to avoid interacting with him. One day, after two arguments and one fight, Larry sits down next to a severly disabled cabinmate and offers to assist with a difficult task.

5. Tammy B. is in your swimming instruction program and refuses to pay attention to your instructions. Whenever she thinks you are not watching, she splashes water in the face of a nearby camper. You have tried both non-verbal cues and verbal reprimand, but she continues to disturb the other campers.

6. You are walking along the path to your crafts program area and you discover Heather H. carving her initials in a tree. When she sees you, Heather says guiltlessly, "People will always know I was here, won't they?!"

7. You are explaining how to play a game when the camper next to you begins making an annoying noise. The noise is not affecting the other campers, but is bothering you.

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8. Leslye S. is an 8 year old child with mild retardation. You are trying to teach the rules of a table game, but she won't pay attention to your instructions. You attempt to play the game anyway, but Leslye refuses to sit still while other campers take their turns.

9. Mary L. is having an argument with Jan F. over use of a paint brush in your crafts program. You realize that a fight may develop, but you are presently helping another camper use the electric saw.

10. You are leading an arts and crafts program and you notice Frank G. put your felt marking pen in his pocket. To avoid embarrassing him, you say, "Frank, would you please pass me the pen, I need to help Lance with his project." Frank responds with, "I haven't got your pen; I don't know where it is."

11. Although Jean C. has no history of bowel control problems, she has soiled herself the last three times she has been to your program.

12. You are leading an archery session, when you notice that two campers, instead of aiming at the target, are about to see if they can shoot their arrows over the trees behind the target.

13. During an indoor activity, you walk outside to check on two missing campers. You discover them huddled beside the building sharing what appears to be a marijuana cigarette.

14. You have just finished leading a crafts activity and it is time to clean up. When you suggest that the campers begin to assist with clean-up, Laura B. says, "I'm not going to clean up! You get paid to do things like clean up after campers."

15. Merrill K., a very mildly disabled camper, walks up behind Sue A., who uses Canadian crutches. Thinking no counselors are around, Merrill deliberately kicks one of Sue's crutches, causing her to fall heavily to the ground.

Module 5

Dealing with Camper Behavior

Unit 5.3

Motivation of Campers for Program

Content Outline

I. Motivation for Program Selection

- A. Overall Plan
- B. Promotional Materials
- C. Verbal Information

II. Motivation for Program Participation

- A. Relevance to Camper
  1. Awards/Incentives
  2. Perceived enjoyment
  3. Recognition for achievement
- B. Program Flexibility
  1. Modification and selected aspects
  2. Participants input

Trainee Information

There are seven (7) objectives which you must be able to do in this unit before completing this module. To help you successfully complete the objectives, a variety of activities have been planned. Since there is no written test for this unit, evaluation is based on successful completion of the activities.

Unit 5.3

Performance Objective

(The performance objectives tell you what you should be able to do to successfully complete the learning activities. Be sure to read them carefully.)

16. Given a new (to your camp) program activity, develop a plan of action designed to inform campers about the activity and stimulate interest in participation.

Trainee Information

To help you accomplish performance objective 16, the following activity has been selected. Trainees with experience in behavior management should read the learning activity and continue to the enriching activity to see how their past experience will be utilized.

Learning Activities

(This is what you need to do to complete the performance objective.)

1. After all trainees have formed pairs*, you and your partner must organize a "motivation plan" to interest the counseling staff in participating in a game (competitive) to be played after the evening meal today. Select your activity (game) in cooperation with the training program leader and, together with your partner, invent a unique descriptive name for your game. Be sure to organize your plan to include ideas (methods) which encompass all performance objectives for this unit. You will receive some additional information regarding this learning activity from your training program leader. Try to complete your plan and all necessary preparation for implementation within 45 minutes. Use the sample evaluation form in developing and evaluating your plan which is included in the worksheets section for this unit.

Enriching Activity

(The enriching activities are planned for the trainees who have experience with camper motivation. These activities allow them to use their past training to help others or as a basis to increase their knowledge.)

Trainees with expertise in this unit should assist less skilled trainees to achieve the behavioral objectives since opportunities

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*If possible, returning staff members should be paired with newcomers.

for such assistance are incorporated in paired planning and group discussion activities, no additional tasks have been specified. Creative ideas to offer enrichment should be discussed with the trainer.

Remedial Activities

(The remedial activities are planned for those trainees who have difficulty meeting the performance objectives and need additional practice or work.)

Discuss your total "motivation plan" with the trainer. Areas of your plan which were considered inadequate should be identified, and you and your partner should select alternate methods of achieving the corresponding performance objectives. Upon completion present your revised plan to the trainer for feedback and approval.

Evaluation Criteria

The plan you develop must meet the standards outlined by the trainer.

Unit 5.3

Performance Objective

17. Given a program activity, create two or more promotional materials (signs, schedules of coming events, invitations, etc.) designed to make campers aware of the activity and its relevance to them. Employ these materials in an effective manner.

Trainee Information

To help you accomplish performance objective 17, the following activity must be completed.

Learning Activities

2. Periodically during the day, implement your "motivation plan" by utilizing appropriate moments (breaks, meals, etc.) to create group and individual awareness of an interest in your activity. Remember, other trainees will also be trying to create interest in their activities, so be creative.

Evaluation Criteria

The promotional materials you develop must meet the standards outlined by the trainer.

Unit 5.3

Performance Objective

18. Given a program activity, create and present a brief (one to two minutes) informative and entertaining announcement about the activity. Such an announcement may include assisting staff, but you should use written scripts.

Trainee Information

To help you accomplish performance objective 18, the following activity has been selected by the trainer.

Learning Activities

3. After the evening meal, you and your partner will present an "announcement" designed to motivate the counselors to participate in your activity.

Evaluation Criteria

The announcement you develop must meet the standards outlined by the trainer.

Unit 5.3

Performance Objective

19. Given a program activity, verbally identify two or more appropriate incentives and/or awards to stimulate or maintain camper participation. Organize and implement an equitable system for at least one of these awards/incentives, including methods of securing (creating) and disseminating needed material items.

Trainee Information

To help you accomplish performance objective 19, you must complete one of the following activities. If a specific activity is not designated by the trainer, you should choose and complete the one of your preference.

Learning Activities

4a. Participate in a group discussion and, along with the other trainees and counselors, evaluate the criterion for selection of the "most appealing" activity. Compile a collective list of items which appeared to stimulate interest in the activities mentioned, and then discuss how these items could be used to motivate campers to participate in your program areas.

or

4b. Participate in a group discussion. Trainees with prior camp experience will present ideas which have proven successful in motivating camper program participation. Discuss these ideas, and identify ways of using them to promote interest in your program specialty.

Evaluation Criteria

The system of rewards you develop must meet the standards outlined by the trainer.

Unit 5.3

Performance Objective

20. Using your "motivation plan" for an activity, conduct this activity in concert with all items (rewards, procedures, etc.) specified in the "motivation plan."

Trainee Information

To help you accomplish performance objective 20, complete both of the following activities.

Learning Activities

5a. After all announcements have been made, each trainee should determine which activity he/she would prefer to participate in. If trainees are not scheduled to participate in the group discussion (Learning Activity 4a or 4b, performance objective #19), then each should write down the name of the activity which has created the most interest for him/her. Each trainee should also list three reasons why he/she selected that activity over the others.

and

5b. Participate* with other trainees and counselors in the competitive games created in activity 1, performance objective #16. An evaluation form is included in the worksheets to help you evaluate the activity.

Evaluation Criteria

The activity must be conducted according to the standards outlined by the trainer. At the completion of activity 5b, complete the two worksheets for this unit.

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*This activity should be led by the pair of trainees who developed the most popular "motivation plan." All appropriate incentives for their game (awards, etc.), mentioned during the day, should be included, if possible. Leaders may also participate in the competition, if appropriate.

Unit 5.3

Performance Objectives

21. Given an activity, identify elements of the activity which would either encourage or discourage participation by campers at your camp. Effectively emphasize encouraging aspects, and develop a modification plan for aspects which discourage participation.

22. Given an activity, identify at least one method of insuring camper participation for each of the following activity aspects: planning; implementing; and evaluating. In addition, identify at least two opportunities for camper input during the activity.

Trainee Information

To help you accomplish performance objectives 21 and 22, you must complete one of the following activities. If a specific activity is not designated by the trainer, you should choose and complete the one of your preference.

Learning Activities

6a. At the conclusion of the competition, participate in a group discussion about the activity. During the discussion, examine and attempt to resolve the following questions:

(1) Would you like to participate in this activity again? If so, what aspects of this activity did you find most appealing? If not, what modification(s) could be made to increase interest in participation?

(2) Could this activity be modified for use with your campers? Could the challenges of this activity be altered to allow for varying levels of skill? Are there "lead up" activities which could be used to teach skills needed for mastery of this activity, or "follow up" activities to build on skills developed?

(3) Was the nature and degree of competition (i.e. - individual or group, high or low level, etc.) appropriate for the participants? What types and degree of competition would be appropriate for your campers?

(4) Did the activity offer an opportunity for participants to display skill and receive praise and recognition for achievement? How could such praise and recognition be

insured for all participants?

(5) What methods could have been included to allow for participants input into planning, implementing, and evaluating this activity? What additional things might be done to improve participant input during the game?

or

6b. Reflect on activities you have led (or participated in) during the first week of camp. Pick an activity or event that stands out as the "best" and analyze why you feel this activity was so successful. Compare your list with the questions in Learning Activity 6a, and meet with your training program leader to discuss and evaluate your list.

or

6c. Select an activity which you plan to use in your program area this season. Evaluate the selected activity in terms of questions 6a above and list, in writing aspects of this activity which aid in answering these questions or issues. Participate in a group discussion and present your list to the group.

Evaluation Criteria

The plans you develop must meet the standards outlined by the trainer.

References

Mitchell, A. Viola, Julia D. Robberson and June W. Obley. Camp Counseling. 5th ed. Philadephia: W. B. Saunders Company, 1977.

Neff, Herbert and Judith Pilch. Teaching Handicapped Children Easily. Springfield: Charles C. Thomas, 1976.

Worksheets

Unit 5.3

Performance Objectives #16 and 20

Evaluation Form for Motivation Plan

Evaluate your plan to insure that it is complete by placing a check on the line which best indicates your performance according to the questions listed. After evaluating your plan, you may wish to make recommendations under the supervision of your trainer.

1. Did you use different promotional materials?

Never	Rarely	Sometimes	Usually	Always

2. Were promotional materials employed in an effective manner?

Never	Rarely	Sometimes	Usually	Always

3. Did you specify awards/incentives for achievement?

Never	Rarely	Sometimes	Usually	Always

4. Were specified awards/incentives appropriate for the activity?

Never	Rarely	Sometimes	Usually	Always

5. Were awards/incentives employed in an effective manner?

Never	Rarely	Sometimes	Usually	Always

6. Did you use informative announcements to encourage program participation?

Never	Rarely	Sometimes	Usually	Always

7. Did announcements get a favorable response from other staff or trainers?

Never	Rarely	Sometimes	Usually	Always

Unit 5.3

8. Did you indicate preparation of an overall action plan to inform campers of program activities?

Never	Rarely	Sometimes	Usually	Always

9. Were all aspects of the plan well integrated and coordinated?

Never	Rarely	Sometimes	Usually	Always

Recommendations:

Unit 5.3
Performance Objective #20

Activity Evaluation Form

After you have participated in another trainee's or staff member's activity according to the points which should be in a "motivation plan," evaluate this leader's performance by placing a check mark on the line which best indicates the performance level according to the following questions:

1. Did the leader conduct the activity in concert with promotional information?

Never	Rarely	Sometimes	Usually	Always

2. Did the leader emphasize aspects of activities which encouraged participation?

Never	Rarely	Sometimes	Usually	Always

3. Were discouraging aspects modified?

Never	Rarely	Sometimes	Usually	Always

4. Did the leader select activities in which your and other participant's skill levels were in concert with the activity?

Never	Rarely	Sometimes	Usually	Always

5. Was an element of competition incorporated into appropriate activities?

Never	Rarely	Sometimes	Usually	Always

6. When used, were the nature and degree of competition appropriate?

Never	Rarely	Sometimes	Usually	Always

7. Did the leader offer you and other participants a chance to display skill and receive praise and recognition for achievement?

Never	Rarely	Sometimes	Usually	Always

Unit 5.3

8. Were opportunities provided for your input into activity planning?

Never	Rarely	Sometimes	Usually	Always

9. Were opportunities provided for your input into implementation of activities?

Never	Rarely	Sometimes	Usually	Always

10. Were opportunities provided for your input into evaluation activities?

Never	Rarely	Sometimes	Usually	Always

11. Were your suggestions regarding activities encouraged and accepted <u>during</u> activities?

Never	Rarely	Sometimes	Usually	Always

12. Did you express (verbally or non-verbally) satisfaction and enjoyment of program activities?

Never	Rarely	Sometimes	Usually	Always

Module 5

Dealing with Camper Behavior

Unit 5.4 Supplement

Promotion of Social Interaction

Content Outline

I. Leadership Influence

- A. Reinforcement (positive)
- B. Participant Input
- C. Leader Verbal Behavior
  1. Impact
  2. Outcomes

II. "Withall Social-Emotional Climate Index"

- A. Learner (Camper)-Centered Statements
  1. Learner supportive
  2. Accepting or clarifying
  3. Problem-structuring
- B. Neutral Statements
- C. Teacher (Leader)-Centered Statements
  1. Direction
  2. Reproving, disapproving or disparaging
  3. Teacher-supportive

Trainee Information

There are five (5) performance objectives which you must be able to do in this unit. This unit is designed as a supplement or as an addition to the other three units in this module. It would be good to use with returning or advanced staff members. To help you successfully complete the objectives, a variety of activities have been developed. A written post test must be passed to successfully complete the unit.

Unit 5.4 Supplement

Performance Objectives

(The performance objectives tell you what you should be able to do to successfully complete the learning activities. Be sure to read them carefully.)

23. Without using any references, name three learning principles which can be raised by a leader to verbally encourage camper achievement. You may use your own words to describe these principles, but you must display an understanding of each principle.

24. Without references, identify (in your own words) the seven types of statements classified in the Withall Social-Emotional Climate Index. Give a brief description of the dominant intent of each statement category and its appropriate number from the Climate Index.

25. List, without references, at least five behavioral outcomes which research has shown to be more likely to result from a learner (camper)-centered climate than a teacher (leader)-centered climate.

Trainee Information

To help you accomplish performance objectives 16, 17 and 18, you must do <u>one</u> or more of the following activities. If a specific activity is not designated by the trainer, you should choose and complete the one of your choice.

Learning Activities

(This is what you need to do to complete the performance objectives.)

1a. Read the abridged article by Thomas Willson entitled "Leader Verbal Behavior," carefully examine the "Withall Social-Emotional Climate Index" and "Frame of Reference..." sections accompanying this article. Note any questions you may have concerning this material.

<u>or</u>

1b. Participate in a lecture/discussion lead by the trainer. From his presentation, take notes which will allow you to complete performance objectives 16, 17 and 18.

<u>or</u>

Unit 5.4 Supplement

1c. Participate in a group meeting to discuss and clarify questions concerning Willson's article and to categorize camper-leader verbal interactions.

Enriching Activities

(The enriching activities are planned for the trainees who have experience with promoting social interaction among campers. These activities allow them to use their past training to help others or as a basis to increase their knowledge.)

Read one of Thomas Gordon's effectiveness training books: Teacher Effectiveness Training, Parent Effectiveness Training, or Leader Effectiveness Training. Identify and write down at least three central ideas of Gordon's book, and then compare these ideas with those expressed in Willson's article. Also, identify similarities and differences between Gordon's suggested techniques and Withall's learner (camper)-centered statements.

Unit 5.4 Supplement

Performance Objective

26. Using the seven category Withall Social-Emotional Climate Index, correctly categorize a series of leader statements.

Trainee Information

To help you accomplish performance objective 26, you must complete two of the following activities. After completing learning activity 2a, if a specific activity is not designated by the trainer, you should choose and complete either learning activity 2b, or 2c, or 2d.

Learning Activities

2a. Observe two camp members reading (role playing) the "Practice Dialogue" found in the worksheets section for this unit. After each "leader" statement, record the appropriate Climate Index category number on the answer sheet provided. Upon conclusion of this exercise, the "Practice Dialogue" will be read again with the correct category number given for each "leader" statement. Compare your responses (category number) with the correct answers, and participate in a group discussion to clarify the classification criterion for each statement.

and

2b. Participate in a small group meeting of approximately six persons. Observe three persons in your group, reading or role playing one of the two small-group dialogues either Dialogue A or Dialogue B. The dialogues can be found in the worksheets section for this unit. Individually record the appropriate Climate Index category number for each "leader" statement on your answer sheet. Upon conclusion, the dialogue will be reread. Compare your responses with the other two observers. Discuss and clarify the classification criterion for any statement upon which there is disagreement, and then compare your responses with the correct answers (supplied by your training program leader.)

or

2c. Read or role play one role in the remaining small group dialogue. Be sure to allow sufficient time after each "leader"

Unit 5.4 Supplement

statement for the three observers to record the Climate Index category number. Participate in the follow-up discussion to clarify the classification criterion for any statement upon which the observers disagree.

or

2d. If your group does not wish to role play the dialogues, divide into pairs or individually complete the dialogues by recording responses on the Climate Index answer sheet. With one person acting as the leader, compare responses, discuss and clarify the classification criterion for any statement upon which there is disagreement, and then compare the response with the correct answers.

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Performance Objective

27. Without references, identify which statements made by a given leader are learner (camper)-centered, neutral, or teacher (leader)-centered.

Trainee Information

To help you accomplish performance objective 27, you must do one of the following activities. If a specific activity is not designated by the trainer, you should choose and complete the one of your choice.

Learning Activities

3a. After small-group dialogues A and B have been completed, participate in a discussion of how you think the campers in the script would have felt when the leader responded with a leader-centered statement or question. Discuss how you think they would have felt when the response was camper-centered. Next, write (individually) an alternative camper-centered response for each of the statements or questions you categorized as leader-centered. Share and discuss your alternative responses with the other members of your group.

or

3b. Form a trio with two other trainees. Cooperatively create a dialogue (script) of a conversation between a "leader" and two campers in a camp program area of your choice. Include ten "leader" statements or more and be sure that each Climate Index category appears at least once. Categorize each "leader" statement and then read (role play) your dialogue to all trainees. Upon completion, announce the category you feel each statement represents, and then discuss any differences of opinion within the group.

Evaluation Criteria

In order to successfully complete Unit 5.4, you must pass the post test.

Unit 5.4 Supplement

Remedial Activities

Discuss your post test results with the trainer and identify problem areas. Together, establish a means of satisfying the performance objectives for this unit; i.e., in writing your own dialogue and identifying leader statements, keeping a log of your own statements to campers, retaking Part II of the post test, etc.

References

Gordon, Thomas. Parent Effectiveness Training; The No-Lose Program for Raising Responsible Children. New York: P. H. Wyden, 1970.

Gordon, Thomas. Teacher Effectiveness Training. New York: P. H. Wyden, 1974.

Gordon, Thomas. Leader Effectiveness Training. New York: P.H. Wyden, 1977.

Willson, Thomas. Research Camping and Environmental Education, ed. B. Van der Smissen. The Pennsylvania State University, 1975. pp. 323-348.

Withall, John. "The Development of a Technique for the Measurement of Social-Emotional Climate in Classrooms." Journal of Experimental Education. March, 1949. pp. 347-361.

Readings

Unit 5.4 Supplement

Leader Verbal Behavior *

Thomas Willson

Some years ago the noted psychologist Goodwin Watson was asked to formulate a list of propositions derived from research concerning children and learning. These were to be principles with which few knowledgeable psychologists would disagree.

Watson answered this challenge with fifty propositions on which he stated educators could base their programs and feel that they were on "solid psychological ground and not on shifting sands" (6:27). These principles, strongly supported by research studies, are applicable to sound educational practices whether in a camping program or in a school setting. As an example of the application of research to actual practice, let's examine a few of these principles as they relate to leadership strategies.

Behaviors which are rewarded (positively reinforced) are more likely to recur.

This is the foundation for changing behavior. Probably no other variable affects learning so strongly. This fundamental principle has been demonstrated in thousands of experiments ranging from animals to highly intelligent adults.

We can see the interaction of this principle in our camping programs by observing that the camper exhibits behavior which he found successful in a previous and similar situation.

Thus, in terms of leadership strategies it would be beneficial to provide participant experiences which would foster a steady, cumulative sequence of successful behaviors. The leader in these experiences should incorporate strategies that would provide positive reinforcement to the camper for desired behaviors.

*This article was abridged from Thomas Willson, "Leader Verbal Behavior: Research and Strategies for Change," in B. Van der Smissen (compiler), Research Camping and Environmental Education, Penn. State HPER Series No. 11, The Pennsylvania State University, 1975. Reprinted with permission of the author.

Unit 5.4 Supplement

Reward (reinforcement) to be most effective in learning must follow almost immediately after the desired behavior.

Environmental education programs by their very nature of using the "real world" as a laboratory have an opportunity to put this principle into action. The participant who discovers that a variety of life exists in the rotted log he is exploring, gets immediate feedback concerning habitat. Likewise, the camper who successfully builds a fire by trial and error gets continued reinforcement leading to the acquisition of a new behavior or skills.

However, too many times a leader will neglect to provide experiences and strategies that employ the principle of immediate reinforcement. This is evidenced frequently in school settings where the learner takes a test but does not receive feedback concerning his responses until his paper is handed back several days later. By that time the effect of the test as reinforcement has been lost.

The counselor or staff member who uses the simple word "good" or "right" as immediate feedback to a camper can have more influence on learning or changing behavior than a big reward given much later. The reward given at a later date may no longer be strongly connected with the specific camper responses for which it was meant to reinforce.

Individuals are more likely to enter wholeheartedly into any project if they have meaningful participation in the selection and planning of the project.

Watson (6) reports that research findings supporting this principle indicate that genuine participation increases motivation, adaptability and speed of learning. The key to achieving such outcomes is genuine or meaningful participation and not "pretended sharing."

The leader who employs strategies for meaningful participation must not merely lead the campers or learners through experiences predetermined by the leader. The learners will see through this exercise in "pretended sharing" of the planning and selection where the learners really have no genuine decision-making input into the program.

This concept was implied in a research study in a resident outdoor school setting where Conrad (1) examined the effects of camper participation in the selection of program activities. Conrad found that "forced choice" by students was no more successful in achieving outcomes than was no choice at all.

Unit 5.4 Supplement

Leadership strategies for meaningful participation in planning and selection by participants are directly related to the "climate" established by the leader. The leader who assumes the role of facilitator in this endeavor must establish a climate of trust and acceptance. The leader's verbal and non-verbal behavior directly influence this climate.

Research studies by Withall (7), Perkins (4) and Flanders (2) point to the significant role of the social-emotional climate variable. This climate may be defined as the emotional tone of interpersonal interactions. Since this concept has some potentially dynamic implications for leadership strategies for camping and environmental education programs, it will be developed more extensively later in this article.

With the knowledge that individuals are more likely to enter wholeheartedly into any project if they have meaningful participation in the selection and planning of the project, environmental education leaders should encourage both teacher and student input into the planning of resident programs. The student participants should be viewed as capable of taking a responsibility for their learning through a participatory role.

<u>The expectations of the leader can significantly affect the growth of the participants</u>.

Studies reported by Rosenthal and Jacobson in their book <u>Pygmalion in the Classroom</u> (5) illustrate this principle. In one experiment conducted by these two researchers (5: 61-120), elementary school teachers were told by a psychologist that approximately one-fifth of their students could be expected to demonstrate significant increases in mental ability during the school year. The teachers were given the names of these high potential students. However, the teachers were not told that these names were actually chosen at random.

When intelligence tests and other measures were administered toward the end of the year, these students, falsely identified as high potential, tended to score significantly higher than students who had not been so identified. The teachers in the study also described the supposedly "high potential" students as happier, more curious, more interesting, and as having a better chance of future success than other children.

Thus, the teacher's expectations that certain students are likely (or unlikely) to do well serves as a "self-fulfilling prophecy." This translates to resident camps and environmental education programs where staff leaders have a great influence on participant outcomes.

Unit 5.4 Supplement

The benefits of the resident camp experience can be enhanced when the participant is given a "clean slate" so that any negative expectations haunting the child at school or at home can be left there. Camp leaders should sensitize their staff to the potential of the expectation principle and the role the staff can play in their interactions with the campers.

These principles are but four of many that could be directly applied to leadership strategies in camping and environmental education. They illustrate the potential for using the results of research for improving on-going programs.

In the field of education, researchers have found that the classroom teacher has a strong leadership influence upon the behavior of the students. This influence is also evident in the camp setting where the counselor has a leadership relationship with the campers in much the same way as the teacher with students.

Most camps and environmental education centers realize the potential of the leader's role in their programs and carefully select and train counselors. However, most of the training is concerned with camp procedures and specialized program skills such as aquatics, crafts, outdoor lessons, etc.

In his report to the Vermont Camping Association, Little (3) stated that the results obtained from questionnaires sent to camp directors, who employed participants trained through his Vermont Ecology course, indicated a problem not in the area of knowledge programs but in the counselor's ability to interact effectively with the campers. Communication and interpersonal skills were not a major goal of the ecology workshops and therefore, were not stressed.

If the camp counselor's ability to interact effectively with participants is a priority concern of camp directors then it may be beneficial to examine the influence of a leader's verbal interactions. Perhaps there may be reason to encourage future training of counselors and staff in this area.

The Withall Social-Emotional Climate Index *

In 1949 Withall (37) developed the Social-Emotional Climate Index for categorizing and assessing teacher verbal behavior based upon systematic observation of teachers in the context of classroom interaction. Teacher's verbal statements are placed into one of seven categories ranging from encouraging and enhancing the learner (learner-centered) to supporting and strengthening the teacher (teacher-centered). (See figure 1).

Unit 5.4 Supplement

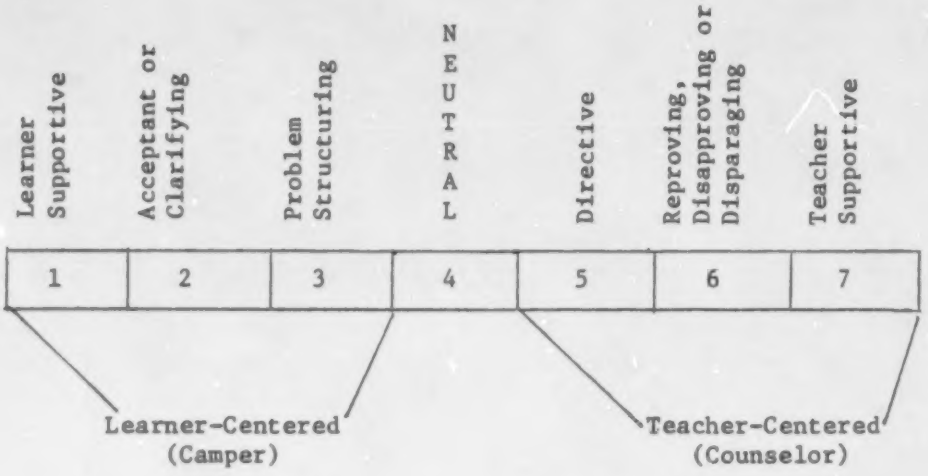

Figure 1

Type of Statement Categories for Withall Index

These categories were devised to encompass all types of statements which teachers utilized in classrooms. The categories are:

1. Learner-supportive statements that have the intent of reassuring or commending the pupil.

2. Acceptant and clarifying statements having an intent to convey to the pupil the feeling that he is understood and help him to elucidate his ideas and feelings.

3. Problem-structuring statements or questions which proffer information or raise questions about the problem in an objective manner with intent to facilitate learner problem solving and inquiry.

4. Neutral statements which comprise polite formalities, administrative comments, verbatim repetition of something that has already been said. No intent inferable.

5. Directive or hortative or controlling statements with intent to have pupil follow a recommended course of action with no choice available.

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6. Reproving or depreciating remarks intended to deter pupil from continued indulgence in present "unacceptable" behavior.

7. Teacher self-supporting remarks intended to sustain or justify the teacher's position or course of action.
(7: 345)

Teacher statements falling into categories 1, 2, and 3 are learner-centered. Category 5, 6, and 7 statements are considered teacher-centered. Neutral statements have little, if any, influence on climate and are neither learner nor teacher-centered. A teacher's behavior may be assessed somewhere along this continuum depending upon where the majority of his statements are recorded.

A Climate Index score may be determined for the verbal behavior of the individual teacher or leader being observed. At the completion of an observation session, each of the leader's statements is tallied in one of the seven categories. The total number of statements in categories 1, 2, and 3 are divided by the number of statements in categories 5, 6, and 7. The number that results from this process is the Climate Index score.

Learner-centered leaders are those with scores greater than 1.00. Leaders with a score of less than 1.00 are considered teacher-centered or leader-centered.

A definitive criteria for coding verbal behavior into the seven specific categories of the Climate Index can be found in Social-Emotional Climate Index - Criteria of Teacher-Statement Categories. In addition, a procedural guideline for facilitating the coding of verbal statements is available in A Frame of Reference and Procedure to Facilitate Categorization of Teacher-Statements.

Research Findings

Based upon research studies in various education settings it becomes evident that certain conclusions can be made. First, a leader's verbal behavior affects the behavior of the participants of a program. The leader-participant relationship can be teacher-learner, counselor-camper, or even director-staff.

Secondly, it may be predicted that, on the basis of research findings, specific changes in participant behavior will result from a leader's verbal climate. Participants are more likely to demonstrate the following behaviors in a learner-centered climate than a teacher-centered climate.

1. Making more voluntary suggestions in the group.

Unit 5.4 Supplement

2. Making more social contributions in the group.

3. Greater cooperation through group communications and planning.

4. Dealing more effectively with anxiety.

5. Greater integration of concepts.

6. High frequency of problem solving behavior.

7. More accurate completion of problem solving tasks.

8. Developing a positive self-concept.

It should be noted that research is not telling us that a learner-centered (camper-centered) climate is best for all learners in all situations. This is not so. However, research does indicate that certain outcomes, such as the forementioned, are more likely to occur when a leader's verbalizations create a learner-centered climate.

Implications for Camping and Environmental Education

In summary, it can be stated that research tells us that a leader's verbal behavior can affect the behavior of the participants of a program. The social-emotional climate established by a leader's verbal interactions can encourage or discourage certain participant behavior. Therefore, this climate has a significant influence upon a program.

On the basis of research studies, we know that a leader's verbal behavior can be recognized, monitored, and changed by the leader. Strategies for using the Social-Emotional Climate Index to assist leaders in improving their verbal behavior have been employed and successfully tested in a variety of leadership settings.

The implications of the research on leader verbal behavior should be quite clear. The director or staff leader who wishes to monitor or change the climate in which his program participants interact can do so.

If a director wishes to assess the climates which staff members are producing, he can use the Climate Index for this purpose. Should his observations indicate that the climate in existence is not conducive to the objectives of the program, he can employ strategies to change the climate.

Counselors or staff leaders who want to improve their communication and interpersonal skills can take a giant step forward in this

regard by improving their verbal behavior. Using the Climate Index, a leader can learn to recognize the effects of his verbal behavior upon program participants and develop skills to change the climate produced by his verbalizations.

Therefore, if such experiences as group cooperation and planning, problem-solving, development of positive self-concepts or improved social relationships are desirable in a program, the leaders have the opportunity to create the learner-centered climate to encourage these outcomes.

Such opportunities are made possible through research studies which establish a sound theoretical base as well as strategies for practical application. By using the principles and strategies advanced by research, leaders in the field of camping and environmental education can introduce new practices to enhance their programs.

References

Conrad, M. "A Comparison of Children's Learning Under Different Program Structures in a Resident Outdoor School," Master's Thesis, The Pennsylvania State University, 1975.

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Social-Emotional Climate Index *

by

John Withall, Ph.D.

Criteria of Teacher-Statement Categories

1. LEARNER SUPPORTIVE statements or questions

These are teacher-statements or questions that express agreement with the ideas, actions or opinions of the learner, or that commend or reassure the learner. Agreement is frequently expressed by a monosyllabic response such as "Yes," "Right," "Uhuhuh," and the like. Commendation or reassurance may be stated in terms of:

a. class-accepted criteria or goals.
or
b. the private goals and subjective criteria of the teacher.

The dominant intent of these statements or questions is to praise, encourage, or bolster the learner.

2. ACCEPTANT OR CLARIFYING statements or questions

These are teacher-statements or questions which either:

a. accept, that is, evidence considerable understanding by the teacher of, or
b. clarify, that is, restate clearly and succinctly in the teacher's words

the ideational or the feeling content of the learner's statements. The dominant intent of these teacher-responses is to help the learner to gain insight into his problem, that is, define his "real" problem and its solution in more operational terms.

3. PROBLEM-STRUCTURING statements or questions

Problem-structuring responses by the teacher offer facts or ideas or opinions to the learner about

a. phenomena
b. procedures

in a non-threatening and objective manner. These responses contain NO element of advising or recommending the adoption of

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certain ideas or procedures. Problem-structuring responses are frequently posed as questions which seek further information from the learner about the problem confronting him; or they may be statements which offer information to the learner about his problem. The learner is free to accept or reject in part or in entirety the facts or opinions that are presented to him. Problem-structuring responses may be questions which the teacher asks (1) to further increase her own understanding of what the learner has said, or (2) to increase the precision of the learner's statement of the problem. Problem-structuring responses are either teacher or learner-centered; nevertheless, they do tend to sustain the learner by facilitating his problem-solving activities.

4. NEUTRAL statements evidencing no supportive intent

These statements are neither teacher-sustaining, nor learner-sustaining nor problem-centered. They constitute a small percentage of the total teacher-responses. These responses include statements in which the teacher: (1) questions herself aloud; (2) repeats verbatim a statement that the learner just made; (3) uses a polite formality, et cetera. Statements having to do with administrative procedure - the room in which the class will meet, the hour at which a conference will occur - fall into this category.

5. DIRECTIVE statements or questions

These are teacher-statements or questions which advise the learner regarding a course of action or his future behavior and which narrowly limit his choice or offer no choice. These statements recommend to the learner the facts or procedures that the teacher proffers him. These statements or questions convey the impression to the learner that the teacher expects and hopes that he will follow her prompting and that she will approve if he does. The intent of these responses is to have the learner take up the teacher's point of view and pursue a course of action that she advocates.

6. REPROVING, DISAPPROVING OR DISPARAGING statements or questions

By means of these statements a teacher may express complete or partial disapproval of the ideas, behavior, and to her, personality weaknesses of the learner. The teacher's internalized societal values largely enter into these responses. By means of these statements, some teachers believe they are fulfilling their responsibility of inculcating in young people society's standards of acceptable and desirable behavior and achievement. The intent of these statements is:

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a. to represent to the learner societal values as the teacher sees them;
b. to admonish the learner for unacceptable behavior and to deter him from repeating it in the future;
c. to impress on the learner the fact that he has not met the criteria for successful achievement which the teacher accepts.

7. TEACHER-SUPPORTIVE statements or questions

These are statements or questions in which the teacher refers to herself and expresses a defensive attitude, or refers to her present or past interests, activities or possessions with the purpose of reassuring herself and of confirming her position or her ideas in the eyes of those around her. The dominant intent of these teacher-responses is to assert, to defend, or to justify the teacher. Statements in which the teacher perseverates on an idea, a belief or a suggestion would fall in this category. By "perseveration" is meant a persisting in, a reiteration of, and a rigid advocacy of an idea or opinion by the teacher despite additional data being presented to her which calls for a re-examination of the original idea or opinion.

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A Frame of Reference and Procedure to Facilitate Categorization of Teacher-Statements

Each teacher-statement contains one of two dominant kinds of intent. These are:

either a) intent to sustain the teacher and his behavior (teacher-centered statements)
or b) intent to sustain the learner and his behavior (learner-centered statements and issue-centered statements are included under this intent).

By analysis of both the CONTENT and the CONTEXT of a teacher statement, it may be possible to determine whether the dominant intent of a statement is to sustain the teacher or the learner.

Once the dominant intent of a teacher-statement has been ascertained, one can proceed to determine the technique by which the support is conveyed.

1. If the statement is intended primarily to sustain the teacher, one or possibly a combination of the two following techniques may be used:

   a. reproof of the learner (category 6),
   b. directing or advising the learner (category 5).

   Frequently, the intent of the statement is to sustain the teacher, yet neither of the above techniques is used. In that event the statement is simply a self-supportive remark which defends the teacher or indicates perseveration in support of the teacher's position or ideas. (category 7).

2. If the intent of a statement is to sustain the learner, then one or possibly a combination of the two following techniques may be used:

   a. clarification and acceptance of the learner's feelings or ideas (category 2),
   b. problem-structuring statements (category 3).

   Frequently, the intent of a statement is to sustain the learner, yet neither of the above techniques are used. In that event the statement is simply one that reassures, commends, agrees with or otherwise sustains the learner (category 1).

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Infrequently, a teacher-statement may have no dominant intent to sustain either the teacher or the learner. If the statement represents neither of the techniques in the two intent areas nor gives evidence of being one of the more general kinds of supporting statements, then the statement can be considered to have no intent to support and should be placed in category 4.

Recourse to the learner-statement or behavior before and after a teacher response, particularly when one encounters a statement in which the intent is difficult to ascertain, is sometimes helpful in categorizing the teacher's statements.

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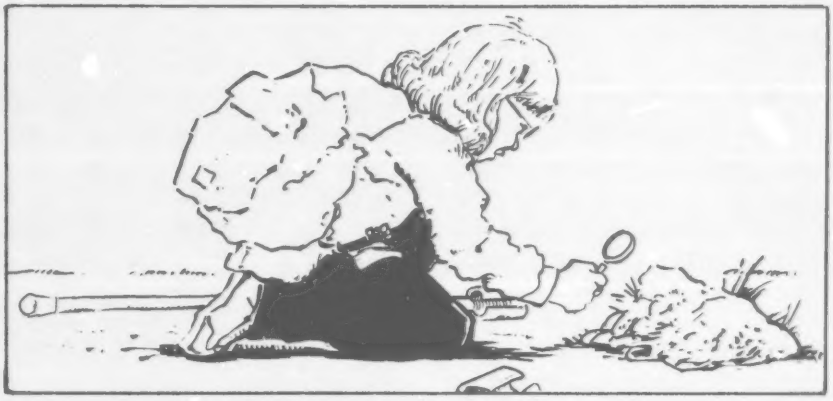
Worksheets



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Performance Objective #26

Practice Dialogue

Directions: For the following dialogue, place the appropriate Climate Index number in the space provided by each leader statement. 1. leader supportive, 2. acceptant or clarifying, 3. problem-structuring, 4. neutral, 5. directive, 6. reproving, disapproving, or disparaging, and 7. teacher-supportive. Your answers can be recorded on the "Climate Index Worksheet" at the end of the worksheets section. For the answers, see the last page in this unit.

Scene:

The following dialogue takes place in a wood working program. The leader is quietly discussing a project with one of the campers, while the other campers and assisting counselors are busy working at their respective tasks.

Camper: I'm going to get some wood and build an airplane for my little brother. He loves airplanes!

1. _____ Leader: Are you going to make the airplane as a present for your brother?

Camper: That's right! He'll really be surprised when I bring it home from camp and give it to him.

2. _____ Leader: How big do you want to make the airplane?

Camper: Buddy is only three, so I think it shouldn't be bigger than this (indicates about 12"). What do you think?

3. _____ Leader: That sounds perfect!

Camper: Here's a piece of wood that looks about right. I think I'll start drawing the outline of the plane on it. Where are the pencils?

4. _____ Leader: Wait a minute! You shouldn't start drawing on the wood until you've practiced drawing the outline on a piece of paper!

Camper: But I draw airplanes all the time and I know just how I want to make it. I won't have any trouble making the outline on the wood.

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5. _____ Leader: Maybe, but my experience has shown that it is always better to practice first so that you don't mess up a good piece of wood.

Camper: I really am sure that I know how to draw the kind of airplane I want, so is it o.k. if I draw the outline on the wood?

6. _____ Leader: I'm sorry. I couldn't hear you because someone was using the electric drill. Is it o.k. if you...what?

Camper: Is it o.k. if I go ahead and draw on the wood without practicing first?

7. _____ Leader: All right, but be sure to draw lightly, so that it won't cause a problem if you make a mistake.

Camper: O.K.

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Performance Objective #26

Small Group Dialogue A

Directions: For the following dialogue, place the appropriate Climate Index number in the space provided by each leader statement. 1. leader supportive, 2. acceptant or clarifying, 3. problem-structuring, 4. neutral, 5. directive, 6. reproving, disapproving, or disparaging, and 7. teacher-supportive. Your answers can be recorded on the "Climate Index Worksheet" at the end of the worksheets section. For the answers, see the last page in this unit.

Scene:

The following dialogue takes place in a cabin during the planning session for an upcoming overnight camping trip. The counselor is discussing the trip with two teenage campers who were chosen by their peers to serve as the "assistant leaders" for this outing.

1. _____	Counselor:	O.K. We have a number of areas to discuss before we will be ready to go on our trip. What do you want to discuss first?
	Camper 1:	Can we invite girls (boys)?
2. _____	Counselor:	What do you think the camp director would say to that question?
	Camper 1:	I was only joking!
	Camper 2:	Let's decide where to go.
3. _____	Counselor:	Great idea!
	Camper 1:	I really enjoyed camping by the lake last year. I caught three fish and we got to go canoeing.
	Camper 2:	Sounds like fun!
4. _____	Counselor:	Yeah, but we have already been there once. Besides the mosquitos are always bad down by the lake.

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5. _____ Counselor (cont.): Let's go somewhere up in the mountains for a change.

Camper 2: What things can we do in the mountains?

6. _____ Counselor: There are lots of fun things to do in the mountains!

Camper 1: What about taking along our plant identification books and trying to fix a meal out of edible plants?

7. _____ Counselor: Would you like to try making a meal of wild plants?

Camper 2: I want hamburgers! Let's camp near a McDonalds.

Camper 1: I'm serious. Making a meal of wild plants would be fun. What do you say?

Camper 2: Oh, o.k.

8. _____ Counselor: What do you think the other boys (girls) will say about going to the mountains?

Camper 2: They said that whatever we decide will be o.k. with them.

9. _____ Counselor: Oh.

Camper 1: We will have to remind them to bring their plant identification books though.

10. _____ Counselor: Good thinking!

Camper 1: Do we need any other special equipment?

Camper 2: What about a snake bite kit?

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11. _____ Counselor: Don't be silly! There aren't any poisonous snakes in this area.

Camper 2: The state trooper who came into camp the other day said that a hiker was bitten by a copperhead on Mt. Lawrence.

12. _____ Counselor: The hiker may have thought it was a copperhead, but I'm sure it wasn't. I've been working here for four summers now, and I have never heard of anyone seeing a copperhead.

Camper 1: Well, we're not planning on camping on Mt. Lawrence, anyway.

13. _____ Counselor: It must be getting near time to eat. I'm hungry.

Camper 2: Me, too. Are you <u>sure</u> we can't camp near a McDonalds?

14. _____ Counselor: You have a one-track mind! Don't you ever think of anything except food?

Camper 1: We didn't get much accomplished at this meeting, did we?

15. _____ Counselor: No, so we will have to continue the meeting after we eat. Come on, let's go.

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Performance Objective #26

Small Group Dialogue B

Directions: For the following dialogue, place the appropriate Climate Index number in the space provided by each leader statement. 1. leader supportive, 2. acceptant or clarifying, 3. problem-structuring, 4. neutral, 5. directive, 6. reproving, disapproving, or disparaging, and 7. teacher-supportive. Your answers can be recorded on the "Climate Index Worksheet" at the end of the worksheets section. For the answers, see the last page in this unit.

Scene:

During a rainy day card game, the following discussion takes place between a counselor and two campers. Both campers have cerebral plasy. One (#1) is ambulatory and the other (#2) uses a wheelchair.

1. _____ Counselor: It's your turn to deal, isn't it?

Camper 1: Yeah.

Camper 2: I'm sick of it raining all the time. I want to go swimming.

2. _____ Counselor: Do you ever get to go swimming when you are not at camp?

Camper 2: No! There are about twenty steps into the only indoor pool in my hometown.

3. _____ Counselor: Twenty steps into the only pool?

Camper 1: Can't someone carry you down to the pool?

Camper 2: I'm too heavy for my Mom and Dad to carry down there. Besides, I get sick and tired of having to depend on everyone else for help. Why can't they outlaw steps?!

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4. _____ Counselor: If that's the way you feel, you should go to the Mayor of your town and insist that something be done about architectural barriers.

Camper 2: I tried that, but I couldn't get into the building because it has steps, too. Besides, it's hopeless; politicians don't care about disabled people.

Camper 1: In my hometown we had an "Awareness Day" and all of the officials in town had to spend the day in a wheelchair. They learned a lot about the problems of the disabled.

5. _____ Counselor: How about that idea?

Camper 2: I like it, but how would the Mayor get into his own office?

Camper 1: That's the idea!

6. _____ Counselor: After you get home from camp, you should call the Mayor's office and suggest an "Awareness Day" to him and his staff.

7. _____ Counselor (cont.): Oops! I dropped one of my cards.

Camper 2: I don't think it would do any good to suggest an "Awareness Day" in my town. I just don't think anyone cares.

8. _____ Counselor: Look! Politicians need all the votes they can get and your parents vote, don't they? I still say you should call his office after you get home from camp.

Camper 1: It wouldn't hurt to try.

Camper 2: All right, I'll think about it.

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9. _____ Counselor: You know, in my hometown a large group of disabled persons have formed an organization to promote things like jobs and recreational opportunities for the disabled.

Camper 2: I have a lot of friends who are also disabled. Maybe they would be interested in an organization like that. We could <u>all</u> call the Mayor's office.

10. _____ Counselor: Right!

11. _____ Counselor (cont.): Hey! Quit looking at my cards. That's cheating!

Camper 1: You shouldn't hold them down where I can see them if you don't want me to look.

12. _____ Counselor: Even if I do hold them down, you shouldn't look at them. You're still cheating if you do.

Camper 2: I'm tired of playing cards, anyway. Let's quit.

Camper 1: O.K.

13. _____ Counselor: Hey, look! It's stopped raining and the sun is starting to come out.

Camper 2: I'm heading for the pool!

Camper 1: Do you want a push so you can get there quicker?

14. _____ Counselor: He's (she's) perfectly capable of pushing himself (herself).

Camper 2: I really would rather push myself. Do you want to walk over with me?

Camper 1: Sure.

15. _____ Counselor: See ya' later.

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Climate Index Worksheet

(Answer sheet to be used to complete Performance Objective 26.)

Practice Dialogue

Leader statement: 1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____ 7. _____

Notes:

Small Group Dialogue A

Leader statements: 1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____ 7. _____

8. _____ 9. _____ 10. _____ 11. _____

12. _____ 13. _____ 14. _____ 15. _____

Notes:

Small Group Dialogue B

Leader statements: 1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____ 7. _____

8. _____ 9. _____ 10. _____ 11. _____

12. _____ 13. _____ 14. _____ 15. _____

Notes:

Turn to the back of this page to check your answers.

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Climate Index Answer Sheet

Practice Dialogue

1. (2)
2. (3)
3. (1)
4. (6)
5. (7)
6. (4)
7. (5)

Small Group Dialogue A

1. (3)
2. (3)
3. (1)
4. (6)
5. (5)
6. (7)
7. (2)
8. (3)
9. (4)
10. (1)
11. (6)
12. (7)
13. (4)
14. (6)
15. (5)

Small Group Dialogue B

1. (4)
2. (3)
3. (2)
4. (5)
5. (3)
6. (5)
7. (4)
8. (7)
9. (3)
10. (1)
11. (6)
12. (7)
13. (3)
14. (6)
15. (4)

Notes

Post-Tests

Unit 5.2

Management of Behavior Problems

Post-Test

1. List four of the five common emotional/behavioral problems of children that might arise at camp as identified by Mitchell, Robberson and Obley.

   a.
   b.
   c.
   d.

2. From among the list of behaviors which follow, select the four most common symptoms which accompany the behavior problems you identified in question 1. Place the number of the behaviors corresponding to the behavior problem you identified in 1-a next to letters a-d, those corresponding to the answer in 1-b next to letters e-h, etc. Each number is only used once.

Behaviors

(1) crying
(2) fighting
(3) showing off
(4) overly anxious or worried
(5) copies counselor's mannerisms
(6) seeks counselor's attention constantly
(7) lack of appetite
(8) shyness
(9) frequent visits to nurse
(10) intolerant of others
(11) jealous of attention given to others
(12) failure to relax properly
(13) resists participation
(14) dominates in all situations
(15) tense
(16) accident prone
(17) "clinging" behavior
(18) preoccupation with letter writing
(19) few friends
(20) spends a lot of time by self

Behavior problem from	1-a	1-b	1-c	1-d
	a. ___	e. ___	i. ___	m. ___
	b. ___	f. ___	j. ___	n. ___
	c. ___	g. ___	k. ___	o. ___
	d. ___	h. ___	l. ___	p. ___

Unit 5.2

3. True or False - Circle T if you feel the statement is true and F if you think the statement is false.

   T F a. Mary is always sitting next to you or hanging on you. It is really beginning to bother you. The best way for you to handle Mary is to tell her to leave you alone.

   T F b. Susie has been crying since she arrived three days ago. It is best to just ignore her poor behavior.

   T F c. Tom has been bullying the rest of the boys in the bunk ever since he arrived on Sunday. Chances are he has a lot to get off his mind and could profit from a one-to-one session with the counselor.

   T F d. John has been resisting participation in the program with the rest of the children. You should find out why he doesn't want to play.

   T F e. Active listening takes time, but it is the most sensitive and helpful way to deal with growing children.

4. In the following exercise, circle the letter of each response to the camper's statements which represent an understanding response.

   Camper: "Why do I have to do everything? Why can't you ever ask Jan? She never does a thing."

   Counselor Response:

   a. "Do you think I ask you to do too many things? When have I been unfair?"

   b. "Don't get smart-alec with me. Just go do what you're told."

   c. "You feel really angry because you think you have to do more than your sister."

Unit 5.2

Camper: "Where is my book; I left it right here on my bed. I wish people wouldn't move my things."

Counselor Response:

d. "I think you ought to learn to put your things away. I have found that keeping everything in its place has a lot of advantages."

e. "You really get irritated to think that others just can't leave your stuff alone."

f. "Oh, for heavens sake. You'd lose your head if it weren't hooked on."

Camper: "The girls are calling me names again. I hate it here; I want to go home."

Counselor Response:

g. "It really makes you feel badly when the rest of the campers call you names and you'd like to run away from it."

h. "You know they're only teasing you because it upsets you; why don't you just ignore them?"

i. "Well, perhaps if you cleaned up your part of the cabin, you wouldn't set yourself up to be called names."

j. "You're really feeling miserable."

5. Which of the following measures would be appropriate to take with a camper whose persistent acting out is beginning to get on your nerves?

a. Thereafter to send the camper home.

b. Confer with other staff (i.e. camp director, nurse, unit leader) on the problem.

c. Keep the camper out of activities for the day.

d. Send the camper to another staff member such as the camp director.

e. Seek immediate intervention by another staff member in the matter.

Unit 5.2

The following campers are among those participating in your program area:

Camper #1 - Very popular with peers and displays a great deal of skill in the present activity. His/her behavior is exemplary and he/she often assists fellow campers.

Camper #2 - A friendly camper who is well liked. He/she possesses no outstanding abilities but enjoys participating in all program events.

Camper #3 - Displays very inappropriate behavior and is often disciplined for his/her actions in your program area. Although often the center of attention, he/she is not well liked by peers.

Camper #4 - Doesn't enjoy participating in program and frequently complains about being away from home. He/she is well accepted in the group, however.

Camper #5 - A highly active camper with much charisma. Although often displaying rude or inappropriate behavior, he/she remains very popular with peers and usually manages to avoid open confrontation with staff.

Camper #6 - A new camper. You are informed that this camper is considered a "follower."

Answer the follow questions:

6. Which two campers are <u>most likely</u> to serve as role models for camper #6? Why?

   1.

   2.

7. Identify 5 desirable and undesirable behaviors which camper #6 might model (from peers or staff) during participation in <u>your</u> program activities.

<u>Desirable</u>	<u>Undesirable</u>
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Unit 5.2

8. Clearly specify three things you would do in <u>your</u> program area in order to maximize <u>desirable</u> modeling. Use the campers given on the preceding page as examples and be specific.

   1.

   2.

   3.

Turn to the back of the yellow section to check your answers.

Unit 5.4 Supplement

Promotion of Social Interaction

Post-Test

Part I

For the following dialogue, place the appropriate Climate Index number in the space provided by each leader statement. 1. leader supportive, 2. acceptant or clarifying, 3. problem-structuring, 4. neutral, 5. directive, 6. reproving, disapproving, or disparaging, and 7. teacher-supportive. In the adjacent space, place a "C" if the statement is camper-centered, "L" if it is leader-centered, and "N" if it is a neutral statement.

SAMPLE: 6 L Leader: Stop messing around!

Scene: The evening (social) program leader is relaxing under a tree while planning a future unit. A teenage camper, who is a regular program participant, comes over and sits beside the leader.

Camper: What ya' doin'?

1. ___ ___ Leader: Planning my next program unit; want to help?

Camper: Sure, if you think I can.

2. ___ ___ Leader: Sure you can! You're one of my top participants.

Camper: Wow, thanks. What do you want me to do?

3. ___ ___ Leader: I'll tell you the ideas I have written down so far and you tell me if you like the idea or not.

Camper: O.K.

4. ___ ___ Leader: One idea is to have a backwards dance. Everybody will have to wear their clothes backwards, come in backwards, say "good night" when they enter; "hello" when they leave, and things like that. Do you think that idea will work?

Camper: I don't know, I'm kind of tired of dances.

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5. ___ ___ Leader: What are you talking about? We haven't had a dance since last week. You just don't want to help decorate for it!

   Camper: Well, the camper committee suggested we try to have more firesides and group discussions.

6. ___ ___ Leader: When I was a camper, we couldn't have enough dances. I think you'd enjoy a backwards dance if you gave it a try.

   Camper: I guess you might be right.

7. ___ ___ Leader: What type of group discussions were suggested by the camper committee?

   Camper: Several of us want to talk about how to get along better with our families.

8. ___ ___ Leader: I guess that is a pretty big problem for all teenagers. It will mean you have to find ways to give-and-take, I guess.

   Camper: It's a big problem for a lot of us.

9. ___ ___ Leader: I imagine it is.

   Camper: There's the lunch bell. Got to go.

10. ___ ___ Leader: O.K. See you later.

Part II (Use a separate sheet of paper.)

A. Using your own words, briefly describe three learning principles from Willson's article which can be used by a leader to verbally encourage camper achievement. For each, give one example of how you could use it in your program area.

B. List at least five behavioral outcomes which research has shown to be more likely to result from a learner(camper)-centered climate than a teacher(leader)-centered climate.

Turn to the back of this section to check your answers.

Answer Sheets

Unit 5.2

Management of Behavior Problems

Answers to Post-Tests

Post-Test Answers	Performance Objective	Criteria
1. Aggressive behaviors Evading/withdrawing behaviors Enuresis Homesickness "Crushes" on counselors		must have 3 correct
2. For homesickness For aggressive behavior For evading/withdrawing For "Crushes" For Enuresis	1, 7, 9, 18 2, 3, 10, 14 8, 13, 19, 20 5, 6, 11, 17 4, 12, 15, 16	must have 10 correct
3. a. F b. F c. T d. T e. T		must have 4 correct
4. c. e. g. or j.		one error permissable
5. b. c. d. e.		may have any of the four or all of the four but "a" must <u>not</u> be included.

6. Campers #1 and #5 are the most likely to serve as models due to their relatively high status among campers. Credit for this task should be given on flexible criteria, with the important issue being an understanding that perceived status (which is effected by both popularity and skill) is a powerful influence over whose behavior will be modeled. Although Camper #6 could model any one or more of his/her peers (or, perhaps, more of them) it is <u>most likely</u> that he/she would choose Camper #1 and/or #5.

Unit 5.2

7. and 8. Since the answers to these questions are almost limitless, no "key" is provided. Trainers should evaluate responses in terms of behavior which could conceivably be modeled in the trainee's program area. Carefully note desirable and undesirable behaviors, however, and insure that question #8 is structured for maximum desirable behavior modeling.

Unit 5.4 Supplement

Promotion of Social Interaction

Answers to Post-Tests

To successfully pass Part I of the post-test, nine of ten leader statements must be correctly categorized as camper-centered (C), leader-centered (L), or neutral (N). In addition, seven of ten statements must be correctly identified by using the appropriate Climate Index number. Part II should display understanding rather than verbatim answers since understanding is the critical element in each answer.

Post-Test Answers

Part I

1.	3	C	6.	7	L
2.	1	C	7.	3	C
3.	5	L	8.	2	C
4.	3	C	9.	1	C
5.	6	L	10.	4	N

Part II

A. See Willson's article. (The article gives four principles and trainees are required to give three of them.)

B. See Willson's article. (The article gives eight behavioral outcomes and trainees are required to give at least five of them.)

Terminology

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Amputees: Loss of limb either congenitally or due to an accident. Many of these individuals use artificial limbs (prosthetics).

Architectural Barrier: Physical barriers which make it difficult or impossible for the physically disabled to move about freely with other people, such as: stairs, narrow doorways, soft pathways, high drinking fountains and sinks, etc.

Auxiliary Staff - Are responsible for supportive services essential to efficient and effective operations upon which the total camp program depends which is under the supervision of administrative staff. This would include personnel in the areas of medical concerns; kitchen and food preparation; maintenance of buildings, grounds, and equipment; housekeeping; transportation; and administrative and office functions.

Camp Counselor - Is responsible for planning and supervising the camp experiences for an assigned group of campers under the direction and supervision of specified administrative or program staff. This includes positions such as senior counselor, unit counselor, village leader, tent or cabin counselor, unit leader, etc. The camp counselor is also responsible to maintain a pleasant, clean and safe environment; to meet campers' personal and safety needs; to prepare reports and inventories; and to work cooperatively with all camp staff to enhance the overall camping experience.

Camp Director - Is responsible for developing, organizing, managing and supervising the personnel and fiscal resources of the camp in order to meet the objectives that have been specified. The camp director is also responsible for evaluating camp effectiveness.

Camp Nurse - Is responsible for providing health services essential to the camp operation. Acting under the standing orders of a doctor, the nurse performs remedial measures for illness and injuries. In addition, the nurse routinely inspects campers for signs of health deterioration, parasite infection, or disease. The nurse reports to the resident physician or the camp director if there is no resident physician.

Camp Secretary - Is responsible for providing secretarial services essential to the efficient and effective day-to-day business operations of the camp. He or she mans the office, handles the mail, types business and program manuscripts and reports, and if there is no business manager, handles the bookkeeping. The secretary is responsible to the business manager, or if lacking, to the camp director.

Camper - Is any individual who chooses to attend, as a participant, an organized camping program which is designed to meet his/her needs.

Cerebral Palsy (C.P.): A disability due to damage of centers of the brain before or during birth resulting in imperfect control of the muscles and marked especially by muscular incoordination, spastic paralysis, and speech disturbances. It is estimated that more than half of the cerebral palsied are mentally retarded.
The types of C.P. include:

1. Spastic: characterized by jerky and uncertain movements and tightly contracting muscles.
2. Athetoid: typically showing uncontrolled, sprawling, muscular functioning.
3. Rigid: extremely tight muscles and limited, resistive movement.
4. Tremor: uncontrollably shaking limbs.

Competency - Is demonstrable knowledge, skill, or behavior devised from explicit conceptions of camp personnel roles.

Competency-Based Instruction (CBI) - [also competency-based education and performance-based education] - Is an instructional program in which the competencies to be acquired and demonstrated by the student and the criteria to be applied in assessing the competencies are made explicit and the student is held accountable for meeting the specified criteria.

Competent - Is having the necessary knowledge, skills and judgment to perform a task effectively as measured by a given standard of performance.

Day Camp - Is a sustained outdoor group living experience which is operated by trained leaders in which the campers go for an established period and return each day to their homes. The purpose is the utilization of the natural surroundings to contribute to the overall growth and development of each camper.

Disability - (see physical disability)

Duty - Is a grouping of two or more similar tasks which are functionally different from other tasks within a job. They usually are performed under similar conditions in a job situation.

Epilepsy - A chronic condition characterized by seizures of varying duration in which there is a loss of consciousness with or without a succession of convulsions. (See petit mal seizures or grand mal seizures.)

Essential Competencies - Are those demonstrable and crucial knowledgeable skills and behaviors camp personnel must possess in order to perform reasonably well and to succeed in any organized camp program operated for the physically handicapped.

Evaluation or Post Test - Is a procedure designed to measure the student's ability to successfully demonstrate the competence required for mastery of a specified performance objective(s) after the student has completed a set of learning activities or modules.

Grand Mal Seizures - An epileptic seizure in which there are severe convulsions and loss of consciousness or coma.

Handicap - Is the cumulative results of a physical or mental condition of impairment that interposes an obstacle between the camper and his/her maximum functional level.

Head Cook - Is responsible for supervising and coordinating all activities of kitchen personnel and participating in the preparation, serving and clean-up of meals in the camp.

Job - Is a composite of duties and tasks actually performed by a worker.

Learning Activities - Are instructional activities or experiences made available to the student for the purpose of helping the student achieve (perform) the performance objective or set of performance objectives.

Legg-Perthes Disease: A diminished blood supply to the hip causing the bone to become shorter and the head of the thigh bone to become flat. Given time to heal by keeping weight off the hip usually corrects the problem, but this can take from 12-36 months.

Maintenance Supervisor - Is to provide general maintenance and repair services essential to the efficient and effective day-to-day camp operations.

Major Responsibility - Is a grouping of two or more similar duties which are functionally different from other duties.

Module - Is an instructional package containing a set of learning activities called units of instruction and organized to include performance objectives, identified prerequisites, pre-assessment procedures, instructional activities, post-assessment procedures, and a remediation plan and/or activities. The purpose (intent) of a module is to facilitate student acquisition of a competency or group of related competencies.

Multiple Sclerosis: There is an insulating layer of fatty substance over the brain and spinal cord, serving much like insulation over an electric wire and insuring free passage of impulses; in the human, transmission of nervous impulses to the muscles. In Multiple Sclerosis (M.S.), this insulating layer for some reason breaks down, sclerotic patches occur in the brain and spinal cord and this interferes with the proper transmission of nervous impulses. The resultant course of this disease is one of "ups" and "downs", but usually progressing slowly downhill. Because of the damage to the nervous system, coordination, strength, speech, eyesight - one or all may be comprised. This is a rather bizarre disease, occurring much more in the northern area of the United States, Canada, and the Scandinavian countries. It is the crippler of young adults, usually striking the ages of 20-40.

Mutiply Handicapped: Refers to an individual who has more than one handicap, the combination of which makes him unable to benefit from a normal education program.

Muscular Dystrophy (M.D.): There are several different types of muscular dystrophy, which is a genetic hereditary disease which results in a progressive wasting away of muscle. The following are just 2 of the dystrophies.

1. Pseudohypertrophic: The wasted away muscle is replaced by fibrous tissue and fat. This type is transmitted from mother to son. The person may appear to have big muscular calves, buttocks, and shoulders. The disease affects primarily the trunk, shoulders, hips, calves, neck and face muscles. Many die before they are 20 years old, not directly from M.D. but due to the lessening of respiratory functioning. The muscles controlling coughing are affected and thus mucous secretions stay in the lungs where it is warm and moist, creating a condition very conducive to infection and pneumonia. It is most important to guard against colds.

2. Amytonia Congenita (Oppenheim's Disease): This is a non-progressive disorder in which there is a deficiency of the motor cells in the spinal cord which sends the message to the muscles. Because of this deficiency, the muscles are not fully innervated with the resultant weakness and lack of muscle tone. As the person becomes older and bigger, he or she becomes even weaker, but the basic deficit does not get worse, however, it may appear to, due to body growth. As the person reaches full growth, the condition tends to stabilize. The same respiratory precautions as in pseudohypertrophic should be followed in caring for these people.

Organized Camping - Is an outdoor experience which is organized and operated for a specified purpose by professional staff for an identified population. This includes various types of camps including residential, day, school, trip, therapeutic...camps.

Paraplegia: total or partial paralysis of the lower extremities and/or paralysis of parts or part of the trunk. This means the person will have full function of his arms, neck, shoulders and hands. (See quadriplegia.)

Performance Objectives - Is a precise and accurate statement describing the behavior expected of the student as a result of instruction.

Petit Mal Seizures - A mild form of epilepsy in which dizziness or other sensations take the place of convulsions.

Physical Disability - Is an observable condition of physical impairment that can be described by a physician using one of the following five medical classifications: Neuro-muscular, respiratory, cardiovascular/hematological, metabolic, orthopedic or by using the following functional classifications: mobility problems, bowel-bladder control problems, limited or no use of upper limbs, breathing difficulties, communication problems and limited endurance or stamina.

Pre-Test Procedures - Are designed to measure the student's ability to successfully demonstrate the competence required for mastery of a specified performance objective(s) before engaging in the learning activity(ies) or module.

Prerequisites - Are the knowledge, skills and/or behaviors the student is expected to demonstrate competence in prior to beginning work on a module.

Program - Is everything that a camper does during his/her stay at camp.

Program Specialist - Is responsible for all phases of operation pertaining to a particular program which includes: developing the program, ordering supplies, maintaining areas and equipment, instructing and supervising staff and campers, scheduling and coordinating activities and special events, preparing reports and inventories, and evaluating. This would include such positions as program director, waterfront director, nature director, arts and crafts director, photography director, etc.

Prosthesis: Replacement of a missing part by an artificial substitute; and artificial organ or part.

Quadriplegia: Refers to paralysis in all four extremities and the trunk. However, the upper extremities and neck are never totally paralyzed. The spinal column has nerves existing from it innervating the muscle. In general, the lower the injury to the spinal cord, the more function is left. A person injured in the neck may be only able to bend his neck, shrug his shoulders, raise his arm, and bend his elbow, whereas a person injured in the low back may only suffer paralysis in the lower parts of his legs. The nerves to the bowel and bladder, unfortunately, exist very low and are almost always affected.

The persons with high involvement may have respiratory problems and the degree of help they will need will vary. Persons who have full use of their upper extremities can do most everything themselves. There is a loss of sensation at the level of the injury also, so pressure sores are a potential problem. A regular diet and plenty of fluids are very important to these people.

Remedial Activities - Are instructional activities which provide the student additional practice or assistance in mastering a specified objective when mastery was not achieved initially.

Resident Camp - Is a sustained outdoor group living experience which is operated by trained leaders in which campers live at one site two or more consecutive nights for the purpose of utilizing the natural surroundings to contribute to the overall growth and development of each camper.

School Camp - Is a sustained experience in which a teacher and his pupils leave the classroom to live at one site two or more consecutive nights in an outdoor setting while carrying out a program of learning activities related to the school curriculum.

Spina Bifida: "Bifid" means short, thus a "short spine." This is a congenital malformation of the spinal cord and the supporting vertebral column causing the spinal cord to herniate, thus causing paralysis below this point. Most of the time this occurs in the lower back, and the person will have a surgical scar and/or remnants of the "bif." Most people usually have some use of their upper legs and are able to walk with crutches and/or braces. The nerves to the bowel and bladder are always impaired and the person may have a type of urinary receptacle, use suppositories or be on a regular time schedule for bowel movements. Many have slightly enlarged heads due to the trauma to the spinal cord, upsetting the balance of spinal fluid and causing an increase of pressure in the head. This is known as HYDROCEPHALUS and also occurs apart from Spina Bifida. The spinal cord and brain are bathed in spinal fluid which is produced and reabsorbed into the bloodstream in the brain. This fluid circulates up and down bathing the brain and the spinal cord. Due to congenital or developmental defects in this system, blockage of channels, etc., an increase of pressure and a resultant increase in skull size occurs. This can cause neurological and mental damage. The degree of damage will again vary a great deal.

Task - Is a highly specific unit of job activity stated in job terms with an action verb and an object. It has a definite beginning with an action leading to a definite end (input - action - output.) It is measurable, observable and results in a product which is useable by someone other than the performer.

Task Analysis - Is a systematic process through which the tasks a worker performs are identified and organized in a logical manner.

Task Inventory - Is simply a straight listing of all the tasks potentially performed in an occupation as discerned through the literature search.

Task Outline - Is a categorical listing of tasks, duties and major responsibilities for a specified occupation.